

# The joint study programme newsletter of the Commission



# Editorial

As the current issue of DELTA goes to press, the future of higher education cooperation in the European Community is very much in the balance. When the Education Ministers get down to business in Luxemburg at their 9 June meeting, the Commission's proposals for ERASMUS – the «European Community Action Scheme for the Mobility of University Students» – will top the agenda. And it will not only be the higher education community which will be turning with expectant eyes towards Luxemburg that day. Just a fortnight later, the Heads of State and Government of the EC member countries, whose Milan summit meeting a year ago had called on Commission and Member States to develop measures designed to boost student mobility in the Community, will be meeting in The Hague and will clearly be anxious to see what progress has been made on implementing their policy guidelines.

On the whole, the ERASMUS proposals, quite the most ambitious programme for developing academic cooperation in the Community so far, have been extremely well received. The European Parliament voted on 16 May by a majority of 143 to 3 to give the programme its full support, and the Community's Economic and Social Committee went one better, with a unanimous vote in favour. A similarly positive echo has been forthcoming from the academic community itself: the Liaison Committee of Rectors Conferences of EC Member States, unanimously calling on the Council to approve the programme, also stressed the need to ensure that a sufficiently large budget be voted to enable ERASMUS to have a really significant impact on mobility levels.

With the Community budget still under fire, any proposal for a new programme – even when, as in the case of ERASMUS, the resources envisaged form part of the normal Community budget framework and will not require additional appropriations – is bound to be viewed critically by Member States. Nevertheless, at a 16 May press conference, Council President Mr. W.J. Deetman, the Dutch Education Minister, and Commissioner Mr Manuel Marin, were able to tell journalists that negotiations in the Council had so far been most constructive and that with the exception of one Member State, the Federal Republic of Germany, all EC countries were in favour of the programme, albeit with certain adjustments. These are understood to include some modification of the Commission's budget proposals, and in particular a reduction in the growth rates proposed, a broadening of the legal basis on which the programme is to be based, and a clearer priority for the support of students going to other Community countries within the framework of integrated inter-university exchange programmes.

Certainly there is a market for integrated exchanges of this kind. When applications for support under the 1986 Joint Study Programmes closed, this month, the Office for Cooperation in Education had registered a further increase of 20 % over last year's figures. 450 requests, involving some 600-700 higher education institutions Community – wide, had been received – a far cry from the mere 68 when the Scheme began a decade ago.

Even with increased student support available this year, competition for grants will be greater than ever, and the academic advisory panel which assists the Commission in the selection process will have a particularly hard time. Once again, the main option will be «concentration of sprinkling»: should more support be given to fewer – high quality – programmes, or a small amount given to many programmes to encourage their further development?

It is both a gratifying and frustrating decision to have to take, and one which will be made all the more difficult by the fact that this year's applications appear to involve a much higher than usual incidence of programmes whereby students are to spend long and fully integrated periods of study in another Member State. The need for this more integrated approach to exchange was one of the clear messages to emerge from the Conference on Higher Education Cooperation convened by the Commission last December, and it is a positive sign that in stressing this approach in the context of the ERASMUS programme debate, Member State governments see eye to eye with the higher education institutions themselves.

And an important footnote to this year's «new crop» of applications for JSP support: there are already many indications that the two new members of the Community household, Spain and Portugal, are being quick to respond to the opportunities available, and that institutions in other Member States for their part are eager to acquire partners in the Iberian peninsula.

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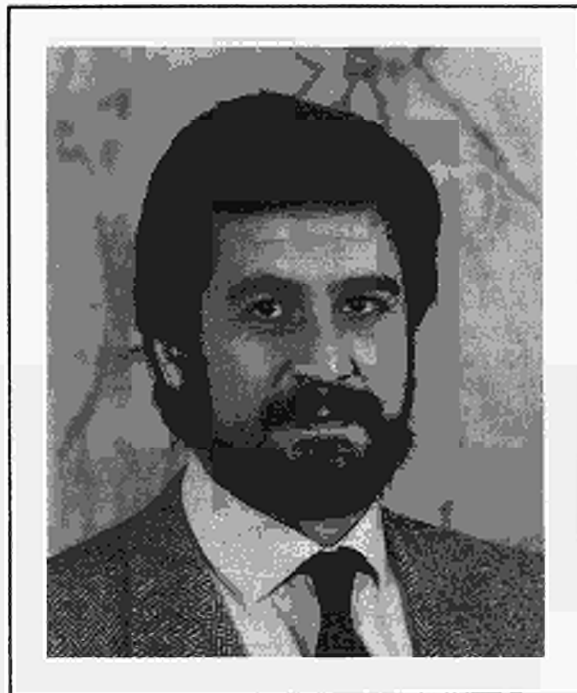
# *The European Community's new Commissioner for Social Affairs, Employment, Education and Training*

## **Manuel Marin Gonzalez**

Mr Manuel Marin Gonzalez, Spanish vice-president of the European Commission, has taken over from Mr Peter Sutherland (IRL) the portfolio for social affairs, employment, education and training. Born in Ciudad Real (Spain), 36-year old Mr Marin is the youngest of the Community's Commissioners. His interest in Europe and everything European has always been to the fore. After graduating from Madrid and Nancy universities in Law and European Law, he attended the Collège d'Europe of Bruges, a post-graduate college dealing with Europe and European affairs.

His political career began in Brussels in 1974 where he joined the outlawed Spanish Socialist Workers' Party (Partido Socialista Obrero Espanol - PSOE). Upon his return to Spain he was elected to parliament and served on a number of parliamentary committees. His European political experience covers a number of fields: he was appointed secretary general of the Socialist group of the European Parliament, became member of the Council of Europe's Consultative Assembly as well as heading the Spanish negotiating team for accession to the European Community in his capacity as secretary of state for relations with the EEC.

Among the tasks bequeathed to Mr Marin by his predecessor, Mr Sutherland, are two programmes of interest to readers of DELTA. The first is the COMETT programme (see DELTA 1/86) which is an attempt to promote cooperation between industry and universities at Community level. The second important project is ERASMUS



(the European action scheme for the mobility of university students) which aims to increase student and academic mobility to 10 % by 1992. It is Mr Marin's firm intention to defend these two programmes to the utmost since he is a firm believer in cooperation in education as one of the means to a People's Europe.

## ***ERASMUS – a new programme to boost student mobility in Europe***

The Commission of the European Communities has put forward proposals for an exciting new programme designed to give a major boost to the mobility of higher education students throughout the European Community. The name chosen for the programme – ERASMUS – is both a symbol and an acronym, recalling a golden age when students and scholars such as the great Desiderius Erasmus moved freely between the European seats of learning but at the same time being an abbreviation for the European Community Action Scheme for the Mobility of University Students.

The new scheme was approved by the Commission less than a month after the Conference on Higher Education Cooperation in the European Community (reported on extensively elsewhere in this issue of DELTA) had called for urgent steps to be taken to increase the Community's commitment to student mobility, and the Commission was clearly encouraged by the positive reaction of the higher education community to the underlying ideas behind the ERASMUS scheme, announced by Commissioner Peter Sutherland during the Conference. Meeting in Luxembourg earlier in the year, the Education Ministers of the then ten Member States had welcomed the Commission's intention of tabling its proposals before the end of 1985 – proposals which, while reflecting the Com-

mission's own conviction of the need for priority action in this sector, are also a direct response to the mandate given to the Commission and Member States by the Milan meeting of the European Council in June last year. On that occasion, the Heads of State and Government had adopted the report submitted by the « Adonnino Committee » designed to stimulate actions towards the fulfilment of a « People's Europe », including the recommendation that steps be taken to provide a significant section of the Community's student population with an opportunity of spending a period of study in another Member State.

If adopted by the Council – and at the time of writing the negotiations are reaching their critical stage – the ERASMUS programme would certainly meet that objective. The target figures proposed by the Commission would boost the number of students spending part of their studies in another Community country to around 10 % of the Community's total student population of some 6 million by 1992, the year when the Community's « internal market » is to be completed, compared with an estimated 2 % today.

The Commission is convinced of the vital need for the Community to have at its disposal a significantly increased pool of graduates with direct experience both

of living and working in other Community countries and of cooperating with European partners. Policies to achieve this goal are therefore regarded as an essential element in ensuring enhanced economic and social cooperation in the medium term, quite apart from the obvious contribution which increased student mobility would make towards consolidating the concept of a « People's » or « Citizen's » Europe.

### **Student Grants**

According to the Commission's proposals, some 44,000 grants would be made available for students spending an integrated and recognized period of study in another Community country during the period 1987-9. Of these, 4,000 would take the form of full grants, while the much greater proportion – around 40,000 in all – would be partial grants designed to meet the extra costs involved in studying abroad – travel costs, language preparation, differences in the cost of living and the like. The grants would be available to students at all types of higher education institutions, at all levels of study and in all disciplines. Management of the grants scheme would be decentralized as far as possible, utilizing administrative structures already existing at Member State level.

In addition, the Commission is proposing that the Community provide support for the organization of « Intensive Teaching Programmes », i.e. short intensive seminars on particular topics involving students and staff from a number of Community countries.

### **European University Network**

To provide a flexible and efficient framework within which integrated student mobility can develop between the Member States, the Commission proposes the establishment of an informal European University Network, comprising 600 higher education institutions in the first year of ERASMUS (1987) and a target of 1700 institutions by 1989. Each participating institution would be eligible for Community support of an average of ECU 10,000 per year to help cover the cost of developing and implementing integrated programmes for student exchange.

### **Academic Recognition of Studies Abroad**

The Commission sees academic recognition of degrees obtained and study periods spent in another Member State as being all-important in any strategy to promote student mobility in the European Community. To this end, ERASMUS will support the following operations :

- establishment of a pilot scheme for the academic recognition of degrees and course units, known as the European Community Credit Transfer System (ECTS). The system will be worked out in collaboration with the 20 higher education institutions selected for participation on the basis of voluntary expressions of interest, each institution receiving grants of some ECU 20,000 per annum ;
- stepping-up of the work of the EC Network of Academic Recognition Information Centres (NARIC), the national centres concerned to receive Community support of around ECU 20,000 each year ;
- joint devising of common curricula between higher education institutions in different Member States, starting with 50 such institutions in 1987 and rising to 250 by 1989, each to be allocated an annual average ERASMUS grant of some ECU 20,000.

By means of these three interrelated measures, the Commission believes that the thorny problem of aca-

demical recognition can be tackled at each of its various levels and a substantial contribution thereby made to removing one of the major obstacles barring the way to greater mobility of students Community-wide.

### **Additional Measures**

In the Commission's view, increased student mobility is unlikely to develop in a vacuum. The ERASMUS programme therefore also comprises a number of additional complementary measures designed to improve contacts between universities, create a climate for cooperation in which increased student mobility will flourish, and stimulate greater interest in developing student exchanges between institutions in all parts of the Community.

Thus grants of ECU 1500 will be made to enable university staff members to visit other parts of the Community to improve their knowledge of the higher education systems in other Member States or consolidate the contacts necessary for the development of exchange programmes. 1400 such grants will be awarded in 1987, rising to 1800 by 1989 if the Commission's proposals are adopted.

Furthermore, *exchanges of staff* on integrated teaching assignments between universities in different parts of the Community are considered to be of vital importance, not merely as a means of encouraging the initiation of student exchanges in a second phase but also in their own right as an instrument for exploiting the overall intellectual potential of the Community to the fullest possible extent. According to the Commission's proposals, 100 grants of ECU 5,000, rising to 400 such grants by 1989, would be made available in 1987 for universities seeking to develop staff exchange programmes, while payments of on average ECU 11,000 would be made to cover the actual costs of teaching missions abroad – ECU 3,500 for the staff member concerned and ECU 7,500 to his or her university to facilitate replacement of the absent staff member by suitably qualified staff. 50 such grants would be provided in 1987, but the number would rise quickly to some 200 by 1989. Grants of ECU 3,500 would also be made to highly qualified staff members carrying out intensive lecture tours to several Community countries (50 awards in 1987, rising to 100 by 1989).

Another important supplementary measure proposed within the ERASMUS framework is that of Community support for staff, student or university *associations* in particular subjects or areas of activity which are seeking to introduce a European dimension into their work or have already been constituted at European level. Such associations are regarded as an important catalyst for the implementation of the ERASMUS programme and are to be supported with grants of an average of ECU 20,000.

Finally, the Commission propose that ERASMUS prizes should be awarded to the higher education institutions which have made the most outstanding contribution to the intensification of student mobility in the Community in a given year, and to the students who have produced work of particularly high quality during their study period in another Member State.

### **The ERASMUS Budget**

In all, the Commission proposes that over the initial three-year period of the ERASMUS programme, 175 million ECU (25 MECU in 1987, 50 MECU in 1988, 100 MECU in 1989) should be made available. This sum would be found within the Community's existing and pro-

jected budgetary and would therefore not require any additional appropriations from Member States. Nonetheless, such a figure would represent a dramatic increase in Community spending on higher education cooperation, and at a time when the Community faces considerable budgetary pressures in some of its spending sectors, negotiations with the Council on the financial package for ERASMUS are not expected to be easy.

For its part, the Commission believes the ERASMUS proposals to be both coherent and realistic – in terms of budget as well as programme design. As the Commissioner with the Education portfolio, Manuel Marin, points out, there is little point in Member States' making political calls at the highest level for a significant strengthening of student mobility across the Community, if the financial means necessary to implement the action called for are refused. Furthermore, the fact that in the implementation

of ERASMUS the Commission and Member States will be able to draw on ten years of carefully monitored experience with the Community's Joint Study Programme Scheme, should provide a solid basis for ensuring maximum value for money.

At the time of going to press on the present issue of DELTA, the European Parliament had given a very strong backing by its plenary vote (143 yes, 3 no) to the Commission's proposals for ERASMUS. The Economic and Social Committee adopted the ERASMUS proposal unanimously in April. The final decision however lies with the Council – in June 1986 according to the schedule envisaged by the Dutch Presidency. Will that deadline be kept? And what will the outcome of the negotiations between Commission and Council be? DELTA readers will be comprehensively informed in our next issue.

Alan Smith

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## ***Brussels Conference calls for increased Community Commitment to Higher Education Cooperation***

The Conference on Higher Education Cooperation was held in Brussels from 27 to 29 November 1985. It brought together 400 participants in order to discuss and assess the current situation regarding cooperation between higher education institutions in different Member States of the European Community. Their task was to consider, too, the future prospects and perspectives for further cooperation in this all-important field.

Professor J. Sperna-Weiland of the Erasmus Universiteit of Rotterdam had the none-too-easy task of presenting the participants with a summary report of the proceedings at the end of the three-day conference:

«The subject of cooperation in higher education is so important, since when speaking about Europe and the European Community, we tend to forget that Europe does not exist and that all the rhetoric about the European Community does not alter the fact that, after nearly 30 years of EEC, the Member States still do not really form a Community. One of the reasons for this regrettable state of affairs is perhaps that we have been concentrating too much on agriculture, technology and economics. Now these are by no means unimportant, since they enable the European countries to compete with the United States and Japan; but when we try to bring about a European consciousness, which goes beyond the boundaries of the nations, what we need is not more of these things, but something which is different, though not unconnected, we shall, in fact, have to venture further into the fields of education and culture.

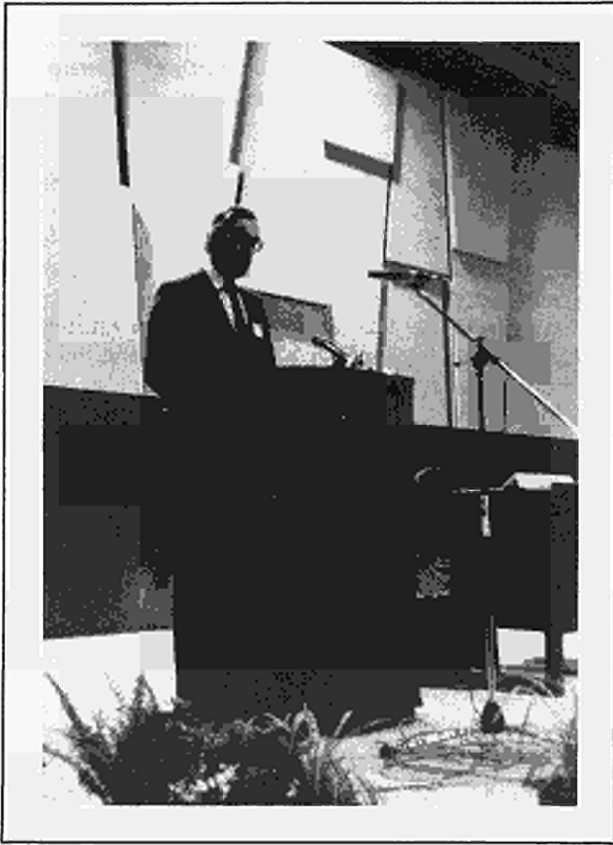
### ***The Future of International Cooperation***

Many groups dealt with the *future* of international cooperation between European universities and about the further development of the Joint Study Programmes. The overwhelming feeling seems to be that the Joint Study Programmes, some of which have now been in existence for five or six years or even longer, are a success. Students have begun travelling all over the Community, as

have teachers at higher education institutions. Both students and teachers seem to be quite happy with the unique experience of a period of study or lecturing abroad. That, however, does not remove that fact that only one student in a hundred has had the opportunity to spend a period of study in another EC country. Admittedly, there has been a most promising development since the first Joint Study Programmes started in 1976, but even now international cooperation at the level of the European Community is marginal. I have good reasons for supposing that I express the general feeling of this conference when I call upon the Member States and the Community institutions to provide the means for a further development of a great variety of Joint Study Programmes. Not 1%, but at least 8 or 10 or even 15% of the students should have the opportunity to acquaint themselves with the way of life, the manner of learning and working, in at least one of the other Member States. If this does not take place, the Joint Study Programmes will remain as marginal as they are at present, and the idea of a European Community will not get the chance of materializing. Some of us are quite confident that in a new action programme something substantial *will* be done, and we all think that something very substantial *should* be done. We think that the further development of the European Community depends to a large extent on the presence in Europe of a high number of graduates who have had a direct experience of studying and living in another Member State, and who have had the opportunity to get acquainted with its culture.

### ***Information***

Another problem mentioned by many working groups was that of information. In the Community, there are some 3,500 institutions of higher education and each of them has a number of faculties, departments, or whatever they may be called. Only a small minority of these institutions (approximately 1 in every 6) are engaged in Joint Study Programmes supported by the Commission, and with regard to other forms of international



cooperation the situation is little better. This may be due to a lack of imagination ; in that case the information is available, but no-one has seen the importance of such programmes. In many other cases, however, the information is not available or it remains unnoticed. Much is certainly being done, and much has already been done to bridge the information gap. There is a Community-wide network of Information Centres on Academic Recognition ; there is a Student Handbook, the fourth edition of which is about to be published ; the first edition of a Directory of Higher Education Institutions in the European Community was published in 1984 ; the first edition of a Directory of Community Grants Awarded has just appeared. There will be, and that in my opinion is even more important, a Joint Study Programmes Handbook ; then there is « DELTA », the newsletter on higher education cooperation, which appears twice a year ; finally, there are other publications and studies on key questions relating to cooperation in education, of which I shall only mention the book written by Guy Neave : « The EEC and education », which contains an excellent survey of cooperation in higher education. And yet, disappointing as it may be, and as it certainly is, many institutions and many people within the institutions are hardly aware of the existing facilities for cooperation within Europe. The answer to this regrettable situation is not more information. The fact is that Heads of universities and other higher education institutions receive considerably more information than they can possibly manage. The result is that many of them are not very well informed. Here, in my opinion is one of the tasks of those assembled here today. All of us should try to convince our colleagues of the importance of the available and abundant information about the facilities for cooperation and it goes without saying that the help of the press in making the facilities for higher education cooperation more widely known, is most important. Then there are other international organizations such as, for instance, the Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities, which could help us, but we can only reach the grass roots level, where things happen, when you spread the word, too.

On information there were some further remarks, which I can only indicate ; a consistent information policy should spread the word not only to higher education institutions, but also to national governments, ministries of education and the industrial world. Industry has to know what is going on in the field of higher education and particularly in the field of international cooperation. In one of the groups even the word « marketing » has been used, and I think that that is not at all a bad idea. If the industrial world is going to profit from the experience of graduates who have been studying and working in two or three of the Member States, as it certainly will, then industry must become the target of a consistent marketing strategy.

### **Recognition**

Many groups raised the issue of recognition. That, of course, is an important issue, and it is as controversial as it is important. On the one hand, if there is no formal recognition of periods of study abroad and of the work which has been done in another Member State, mobility become much less attractive, since in a way it is a loss of time. Of course, we can say that it is not really a loss of time, that the experience is valuable in itself etc. and in saying so we are certainly right ; but very often the way in which reality is *perceived* is more decisive than reality itself. Therefore, recognition is an issue and it should have the attention of all those who are involved in the promotion of student mobility, at the level of the institutions, at the level of the governments of the Member States and of course at Community level. On the other hand, there are many complications. If there were one system of higher education throughout the Community, if all the institutions were roughly on the same level, if they applied, all of them, roughly the same standards, the problem would be relatively easy. In that case we would simply have to do away with institutional and perhaps national arrogance. But that is not the case. Within the Community the systems of higher education are widely different ; the institutions are definitely not at the same level and they definitely do not apply the same standards.

In discussion two things have become abundantly clear. Everybody in this Conference seems to reject the idea of a harmonization of the systems of higher education, and there is, to say the least, much scepticism about any European Credit Transfer System which would do away with the responsibility of each single institution for its degrees. Most of us, however, seem to fall in with the idea that recognition arrangements should be agreed upon in each single Joint Study Programme ; but then the responsibility lies entirely with the institutions which make those arrangements.

Some groups discussed the idea of a European Certificate for students who have been involved in Joint Study Programmes which imply a considerable period of study abroad. Such a certificate, it was argued, would at least be some sort of recognition. But then of course the question comes up which authority should award such a certificate and what its value would be.

### **Integration**

Closely related to recognition is integration, the better periods of study abroad are integrated in the teaching which students receive (or undergo, or endure, what shall we say ?) in their Home Institutions, the easier recognition becomes. From this conference comes a strong urge for a careful planning of Joint Study Programmes and for as much integration as possible.

But when I use the word integration, I also want to recall the discussion in some of the groups on the integration of research into Joint Study Programmes. The idea is not that Joint Study Programmes should be changed into Joint Research Programmes, but that training for research, part of which is « Learning by Doing », might be an essential part of a Joint Study Programme, particularly when post-graduate students are exchanged.

Then in several groups there has been a discussion about some of integration of industry into the Joint Study Programme, in the sense that work placement arrangements might be part of a period of study abroad, not only in the fields of Engineering and Business, but in other fields as well.

### Joint Study Programmes Scheme

This last remark brings me to the Joint Study Programmes themselves. Of course, we have all the time been speaking about international cooperation and Joint Study Programmes, but there are some very pertinent recommendations with regard to the Community's scheme of grants itself :

1. Money should be given to Joint Study Programmes not for one year, but for three or even five years, the system as it is now makes long-term planning impossible ; apart from that it is simply discouraging. On this point as on some other points there has been unanimity in this meeting. For that reason, this is a very strong recommendation.
2. Criteria for acceptance and rejection of proposals for Joint Study Programmes should be absolutely clear and transparent. Some of us think that it is difficult to discover a pattern in the decisions. Needless to say, we are confident that decisions are not arbitrary and that those who are responsible for the selection have good reasons for doing what they do ; but then we are eager to know what these good reasons are.
3. Another remark regards administration. Bureaucracy in unavoidable, it simply is, as Max Weber has already pointed out, the reverse or even the wrong side of rationalization, but bureaucracy should be as light as possible at Community Government and Institutional level, since it destroys motivation.
4. Then at least one of the groups thought that it might be a good idea to have « reception Committees » to facilitate the integration of the foreign students into the host university and that it is worthwhile to con-

sider the possibility of giving them some financial support for their important work.

### Languages

I conclude with a few words on languages and about students. It is abundantly clear that one of the stumbling blocks for mobility are the languages. In one of the working groups a Belgian from one of the Flemish universities told his group that it is not difficult for him to send Flemish students to France or Italy but that because of the language it is almost impossible for him to find foreign students who are willing to come to his university. This illustrates the difficulty of what in this conference has been called the minority languages : Greek, Danish, Dutch, next year Portuguese. This is a very real disadvantage for the small countries. This conference did not offer a solution for this problem, since there is no solution. The suggestion that English might become the « Lingua Franca » for Europe seems not to be a good idea as long as we wish to defend the cultural diversity (diversity in unity) to be sure (of the European countries, of regions within the countries).

### Students

Finally the students. This conference strongly favours the idea of grants being given to students who engage in Joint Study Programmes. But then there should be « topping up » grants. It is not the case that each country of Europe is more expensive than all the other countries ; this is elementary logic. But life abroad is expensive anyway. In some cases topping-up support is exactly what is required, but in certain Member States more substantial forms of assistance would certainly be needed in order to raise the number of students undertaking study abroad.

There are many other things which I should like to dwell upon, but my time has run out and I have to finish. I do so after having said that for me the conference has been a most encouraging experience, that it has once more convinced me of the importance of international cooperation, that the European universities can give a major contribution to the construction of « The Citizens Europe », which is sometimes oddly called « The People's Europe », but the construction of this Europe is only possible by a common effort of, for instance, the European Universities and the Institutions of the European Community and finally, that after all sometimes and somehow, Europe is real. »

## A SUCCESSFUL JSP : a European diploma at the Fondation Universitaire Luxembourgeoise



Mr DAVID, President of the University of Metz and Chairman of the Executive Committee of DESE presenting Miss DORING with her diploma. In the background, Prof. FROGNIER representing the Belgian Vice-Prime Minister Mr NOTHOMB and Mr FEYTMANS, scientific director of F.U.L.



The six graduates of the European Environmental diploma during the speech of their colleague, Mr WIRWTZEK.

### To all programme directors :

DELTA is also your newsletter. Do you have a JSP of which you are particularly proud ? Write to us about it, including photographs if you can and we will do our best to print it in DELTA.



## *Academic Recognition – Focus on British qualifications at London meeting of EC network*

The fifth meeting of the heads and representatives of the National Recognition Information Centres (NARIC) in the Member States of the European Community took place in London on 13 and 14 March 1986.

For the first time, the newly appointed heads of the Portuguese and Spanish NARIC participated, as did observers from the Council of Europe and UNESCO.

In DELTA 1/86, we reported on the history and tasks of the NARIC network and on the fourth meeting which took place in Bruges on 17 and 18 September 1985. Therefore, this issue of DELTA will concentrate on the contents themselves of the fifth meeting.

The main item on the agenda was the session on recognition matters linked to the United Kingdom. In a first report, recognition procedures in the United Kingdom were described from two different points of view. Mr N. Thompson, Head of Further and Higher Education of the United Kingdom Department of Education and Science, gave a report on the British universities and polytechnics and their characteristics. Then, Ms J. Cliffe, Head of the U.K. NARIC, gave a brief overview of the centre's role. Mr N. Mohammed, University Entrance Requirements Officer of the University of London, gave a report on the University of London's system for evaluating overseas qualifications. Finally, Mr F. Stewart, Senior Assistant Secretary of the Joint Matriculation Board, gave a description of the evaluation procedures used by his Board.

The various reports were followed by discussion of the different matters raised. These discussions became even more colourful when, in parts two and three of the U.K. session, the recognition of qualifications from other European Community Member States in the United Kingdom and the recognition of British qualifications in other EC Member States were under review.

As had been the case in former NARIC meetings with these « screening procedures », then related to the Federal Republic of Germany and Belgium, the U.K. session proved to be of great value in clarifying the academic recognition situation as related to this country.

« The organisation of the Network » was a second point of discussion. Under this heading, matters such as the integration of the Portuguese and Spanish NARIC and the past and future Short Study Visits within the NARIC network were discussed.

The item on the agenda on « Envisaged lists and/or publications » contained points such as :

- List of institutions responsible for the different aspects of recognition in the Member States of the EC ;
- List of the existing bilateral and multilateral equivalence arrangements of the different Member States ;
- List of all higher education entrance, university and non-university higher education qualifications (intermediate and final) from EC Member States ;
- Recognition of higher education qualifications of EC Member States in the Federal Republic of Germany, Belgium, the United Kingdom, and of German, Belgian and British qualifications in other EC Member States ;
- Recognition problems which have cropped up in the different NARIC during past years.

Participants in the meeting agreed that it would be desirable to collect the main results of the NARIC meetings in a suitable form in order to create a Thesaurus of European Community Recognition Information which would facilitate the mutual cooperation and the day-to-day work of the National Centres. Suitable information could, of course, also be considered for wider distribution to those institutions and individuals interested in the issue. It was seen that the best solution would be the creation of a loose-leaf collection. It was decided to up-date the list mentioned above and to continue the discussion on publication matters at the autumn meeting of the NARIC. The London meeting was a further important step towards consolidating the « NARIC » network and becoming a valuable asset in facilitating higher education cooperation and mobility in the Community. The sixth meeting will take place in Brussels on 27 and 28 October 1986.



# New developments in higher education in the EC Member States

The information serving as the basis for this feature is collected by EURYDICE, the education information network of the European Community.

## BELGIUM

### Degrees in the Nautical Sciences

On the level of higher education, changes have been adopted for maritime education and studies in the nautical sciences. The degrees of candidate and licentiate in the nautical sciences, after, respectively two and four years, are now equated with those awarded following university studies. The corresponding degrees and diplomas are issued by the School of Navigation in Antwerp, which has a head office in Ostend.

## DENMARK

### 12 million DKr. for the mobility of researchers

The Danish Ministry of Education has granted 3 million DKr. annually for the next four years for the furtherance of researcher mobility. The grant is to be used for researchers who intend to pursue their work in a research institution abroad for at least one semester.

The new grant means an increase of the funds for study stays and thus an improvement of the researchers' possibilities for remaining in contact with the international research community. This contact is seen as an essential prerequisite for ensuring continued development and innovation within Danish research.

## FEDERAL REPUBLIC OF GERMANY

### Amendment to the Higher Education Framework Act

On 26 September 1985, the Parliament of the Federal Republic of Germany adopted the amendment to the Higher Education Framework Act. This amendment aims at increasing the quality of research and teaching by, among others, a definite diversification of the higher education system, an increase in personal responsibility and competition amongst higher education institutions, a reinforcing of their internal structures concerning decision-making based on their appropriate tasks, an improvement of their personnel structures and, last but not least, research aid in the form of external capital.

### German students abroad

26 out of 1000 German students are studying abroad. This figure has not changed between 1976 and 1986. In 1984, a total of 22500 German students studied abroad, only 25 % of these with State and private grants.

Most of the German students in 1983 were studying in Austria (17.6 %), France (15.6 %), Switzerland (12.8 %), the United Kingdom (8.9 %) and Italy (7.1 %).

The greater part of the German students in France and the United Kingdom were foreign language students, whereas most of the students studying in Italy, Belgium, Hungary and Roumania were medical students ("numerous clausus refugees"). Few German students studied in the other EC Member States (Denmark 1983/84 = 288; the Netherlands 1983/84 = 736; Spain 1981/82 = 186). Generally speaking, Economics

and Social Sciences, Mathematics and Science and Engineering students were underrepresented.

## FRANCE

### French set goal for doubling score of students

On 27 December 1985, the *Times Higher Education Supplement* gave the following report:

"The French Minister for national education, M. Jean-Pierre Chevènement, has asked for a study to be carried out of the measures that would need to be taken to double the intake of students into various institutions of higher education, particularly those concentrating on scientific and technological subjects, over the next 10 years.

This followed the minister's announcement that one of the principal goals of his recent decision to reorganise the lycée (upper secondary school) curriculum is to raise the number of school students taking baccalauréat examination from the current level of 37 per cent to 80 per cent by the end of the century.

Since all those who pass the baccalauréat are, in principle, eligible to take up a university place, a massive expansion of the higher education system would be needed to accommodate the demand that could rise from the successful achievement of the minister's goal."

## GREECE

### Two new universities opened

The new Aegean University was officially opened by the then Minister of Education, Mr Kaklamanis, in Chios in November 1985.

The Minister stressed that the University was a vital link, both between the various Greek islands in the Aegean and between Greece and the countries of the Middle East.

Apart from the Department of Business Administration opened by the Minister in Chios, there will be Departments of Environmental Science, History and Social Anthropology in Mytilini, of Mathematics in Samos, of Pre-school and Primary Education in Rhodes. Priority was given to the Department of Business Administration, the Minister said, in order to support the national economy by providing specialised executives for the productive shipping and tourist industries.

In November, another new university opened – the Ionian University in Corfu. Here the Department of History was opened.

## IRELAND

### College fees up, but school grants improve

On 19 December 1985, the *Irish Times* announced: "Grants to primary and second-level schools are to go up by between £ 2 and £ 4 a head... But the estimates also provide for a 9 % increase in university and higher education college fees next year, which is 5 % above the inflation rate. Higher education grants will go up by 4 %.

There will be an overall increase of 6 % in educational spending next year, which is about 2 % above the overall ceiling on expenditure. ”

## **ITALY**

### ***Demonstrations***

In the autumn of 1985 the education system in Italy was once more to the forefront of the Italian political scene, with Government and Parliament called on to find answers to problems raised by students during demonstrations both in school and on the street. Protesting against increases in school and university fees provided for under the law on the economic programme for the years 1986 – 1989, the students seized the occasion to express their dissatisfaction with an education system held to be deficient in facilities (buildings, lecture halls, equipment) and outdated in content, and their anxiety in view of the bleak employment outlook. The Government amended the proposed law, cutting back the increase in fees and exempting the most meritorious from payment. In addition, 4,000 million lire were allocated for the construction and improvement of school premises.

## **LUXEMBOURG**

### ***Institut Supérieur de Technologie***

The Institut Supérieur de Technologie (IST) is promoting its international cooperation. Recently, cooperation between IST and the Université de Technologie de Compiègne (UTC) was strengthened when professors, students and industrial personnel from Luxembourg visited UTC and discussed the possibilities for cooperation.

## **THE NETHERLANDS**

### ***New system for the financing of university studies***

On 1 October 1986 a new system for the financing of university studies will begin. Only students of between 18 and 30 will be eligible under this system. They will have to prove that they are following a full-time or part-time course (19 hours per week minimum). The course must have a minimum duration of a year and should be one given in a recognised institution.

*Students who are studying abroad can also benefit from this scheme.* In this new system, each student will receive (irrespective of their parents' income) a basic grant which will replace their family allowance. This basic grant amounts to 595,41 florins per month for those students who live outside the home and 262,08 florins for those who are still at home. This grant does not have to be reimbursed. The students may also be eligible for further funding, the amount of which will vary according to: the parents' income, their own income, their partner's income.

This additional funding will consist of a loan and a supplementary grant. Only the loan, which is interest-bearing, will need to be repaid after completion of studies. The amount will vary according to the kind and level of training undertaken.

### ***Titles of “ Master ” and “ Bachelor ” in higher education***

Mr DEETMAN, Minister of Education has proposed that the title of “ Bachelor ” be given to students graduating from higher professional education. These graduates will be able to add the letter “ B ” to their name followed by two letters indicating their specialisation.

“ Masters ” can add the letter “ M ” to their names. The Minister intends introducing these two new titles as from the 1st August 1986, at the same time as the new law on higher professional education.

## **PORTUGAL AND SPAIN**

Portuguese and Spanish representatives started their cooperation within the European Community at all levels in January 1986. In the field of higher education, as in many other fields, this cooperation is developing positively.

## **SPAIN**

### ***Restrictions on admissions***

Following the restrictions imposed for the first time on Spanish universities, nearly 18,000 first year students will not be able to take up the studies they have chosen in the university of their choice. They will be obliged either to choose alternative disciplines or change university. The faculties of informatics, telecommunication, and industrial engineering are amongst the subjects of greatest demand. The classic faculties of Medicine, Veterinary Sciences are also faced with an enormous increase in demand. Faced with this mass phenomenon, the university authorities have been forced to find supplementary lecture halls and employ a large number of extra staff.

## **UNITED KINGDOM**

### ***Transatlantic braindrain***

On 7 February 1986, the *Times Higher Education Supplement* announced: “ Figures from the United States immigration service analysed by the US National Science Foundation show that the United Kingdom contributed 9 % of the inflow of 9500 foreign-born scientists taking up permanent residence in the US in 1984.

More than 1500 of the total were born in the countries of Western Europe, and 859 of these came from the U.K. The vast bulk of the immigrants were engineers, but 114 of the British were natural scientists, and 105 were mathematics or computer scientists. ”

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# Organized study abroad : Some preliminary Findings of An International Evaluation

- The jobs and high positions many study abroad graduates attain are among the most significant indicators of programme success -
- In nearly 80 % of the programmes, study abroad never prolongs students' overall course of studies in higher education -
- Academic credit is automatically awarded in 90 % of the study abroad programmes, despite considerable differences in academic programme content and assessment procedures at each of the institutions participating -
- Financing student scholarships and academic staff travel are the two most crucial aspects for programme survival -

*Question :* Are organized study abroad programmes successful in maximizing desirable effects and impacts of study abroad for the institutions and students involved ? If so, what are the effects and impacts, and how are they attained ?

In the following article, American researcher Dr. Susan Opper reports on initial findings from an international project currently being conducted in Europe and the USA.

Since 1983, the European Institute of Education and Social Policy has pursued the answer to this question, within the framework of a comparative evaluation conducted on behalf of multiple sponsors in Europe and the United States.<sup>1</sup>

At the heart of the evaluation known as *Study Abroad Evaluation Project*, lie 116 study abroad programmes offered by 49 institutions in the Federal Republic of Germany, France, Sweden, the United Kingdom and the United States. « Organized » exchanges between individual institutions were selected for investigation because this type of arrangement, since 1970, has received particular encouragement from the Commission of the European Communities, and has been promoted at policy levels in various European countries as well. A similar model, in the form of junior year abroad programmes, has been practised by universities and colleges in the US, in some cases as early as the 1950's.

The focus on organized study abroad means that, despite tremendous variety among the programmes in many respects - including national, institutional, and subject area affiliation - they share certain characteristics in common :

- they are conducted on the basis of negotiated arrangements between sending and receiving institutions ;
- they display some degree of organizational infrastructure, whether orientation sessions on prospective host cultures, intensive foreign language training, or academic advisory services ;
- they ensure integration of periods abroad within participants' overall educational programmes, although the manner in which this is accomplished may vary from one programme to the next; and
- they facilitate regular, recurrent movement of students abroad, in contrast to once-off occurrences.

The programmes reviewed typically send students abroad during their third or fourth year of study in higher education. In Sweden and the US, the students normally go only once, for an entire academic year. In the UK, Germany and France, a minority of programmes send students a second and even a third time. The latter three countries display an additional distinctive feature in that approximately half the programmes evaluated involve not only academic study but also work placement abroad.

The primary survey methods employed for the evaluation have been questionnaires and interviews, to which there has been a high level of response. To cite two examples : no less than 70 % of over 1200 students who received a (more than 20-page) « pre-study abroad » questionnaire replied ; the response rate was nearly 100 % among programme directors who, in completing a « programme profile » questionnaire answered more than 100 questions about aims, development, organization, participants, major problem, successes and impacts of their respective study abroad programmes.

Findings from the investigation are appearing in a collection of thematic, national, and cross-national/comparative reports. One of the latter, an analysis of 38 programmes for exchanges between institutions in France, Germany, and the UK, was presented during autumn 1985 to highlight topics especially relevant for educational policies of the European Commission.<sup>2</sup> Although in purely statistical terms this sample is not necessarily representative of the range of study abroad opportunities around the world, nor of the more limited number of Joint Study Programmes supported since 1976 by the EC, the variety of national, institutional and disciplinary contexts\* in which these 38 programmes are embedded provides sufficient grounds to consider seriously several of the results which have emerged.

Among the cases figuring in the report to the EC, the majority incorporate study abroad as a compulsory part of the degree programme. Consequently, participants in study abroad are actually recruited at the time of their selection into the degree programme. And this is a competitive process : in 65 % of the cases, only 1 student is admitted for every 5 who apply. The results of foreign language screening and special interviews essentially determine who is admitted and who is not.

## WHAT ARE THE MOST IMPORTANT OBJECTIVES STUDY ABROAD ?

When asked this in a direct question, programme directors and students alike insist the primary value of study abroad lies in the opportunity it provides for total immersion in other cultures than one's own, which not only increases awareness of « others », but also forces one into a comparative experience vis-à-vis one's own more or less established individual and cultural identities, behaviours and convictions. The single most important objective is to enhance students' foreign language proficiencies. Study abroad should also sharpen other communicative abilities, training students to function in an international environment. Almost equal in importance is the

\* i.e. Business, Engineering, Natural Science, Social Science, Law and Applied Foreign Languages

aim to allow students to experience directly the international dimensions of their respective subject areas.

And to what end? From programme documents and interviews with programme directors, the role of integrated study abroad periods in helping internationally oriented degree programmes to fulfil their objectives, is immediately apparent:

– In Engineering: «... it is intended that the programme be European oriented and of a high scientific level. It should develop a maximum of intellectual and methodological flexibility, as well as the ability to understand, adapt, and work with cultural differences positively. It is anticipated that the knowledge of what each country has to offer both scientifically and culturally will be used in personal career development at the one end, and European development at the other ».

– In Business: «The growing importance of Western Europe as a separate but identifiable business environment is perhaps the basic rationale for creation of the degree which takes the view of Europe as axiomatic. The recognition of the fact that... business personnel do have to operate across European national frontiers and that multinational company operation is now very common in Western Europe only adds weight to the case for such a degree... Thus the specialisms or options explicitly reflect the problems and issues raised... by a business operating in more than one European country. ... The fact that Western Europe still contains considerable diversity in legal, economic, social and business traditions is a second feature which has shaped our view about the development of the degree. ... if Western Europe contains countries with very different backgrounds and traditions then there is merit in mirroring this diversity within the programme of exchanges, language specialisms and focus of course materials ».

– In Natural Science: «We are constantly urged to sell more goods to Europe, to collaborate on advanced research and technology, and to develop our resources communally. Physicists are deeply involved in these activities. ... A course has been started, entitled «Physics with European Studies». At the end of the course the student is expected to be fluent in a European language, and he will have spent a year living and pursuing his studies of Physics in a European country. We believe that the course will be... an excellent way to study physics. We also expect it will improve the student's career prospects markedly ».

Improvement of students' career prospects is also a high priority among the explicit objectives for study abroad. Indeed, programme directors frequently testify that the jobs and high positions attained by many study abroad graduates are among the most significant indicators of programme success:

– «Study abroad is, under present circumstances and all other things being equal, the deciding factor when a choice is to be made between different candidates for a job ».

– «A French student was spotted while studying in Germany on the occasion of an industrial fair, employed by the organisers of the fair and sent to Singapore, after having already received a dozen job offers. In general former students of this programme have salaries which on average are 10% higher than salaries of their fellow students who did not participate in the programme ».

– «Graduates are now getting articulated in top City solicitors' firms while their career opportunities are now better than those of Oxbridge graduates: they are all placed in excellent offices ».

– «Most students find jobs before completing their studies or immediately afterwards ».

– «Various teachers at the university now ask that their children be enrolled in the programme. All former students of this programme (about 30) have excellent jobs ».

### **TO WHAT EXTENT DO STUDENTS RECEIVE ACADEMIC CREDIT FOR STUDY ABROAD?**

Nearly 90% of the programmes studied automatically award credit for work carried out abroad. This remarkable feat has been accomplished despite substantial differences between content and structure of courses normally offered at each partner institution, and despite discrepancies in assessment and examination procedures practised on each side. In nearly 80% of the programmes, study abroad has never caused prolongation of students' overall studies in higher education.

In awarding academic credit, students' study and/or work placement abroad are usually viewed as a complete package. More often than not, the programme to be accomplished is largely specified in advance. Staff at the host institution assume major responsibility for monitoring, supervision and assessment of each visiting student's performance, while the home institution insists upon having final say in granting recognition for the period abroad within the overall context of its students' respective degree programmes.

Another indication of energy applied successfully toward resolution of academic recognition problems was that up to the time of the evaluation, in no case had a director felt that difficulties surrounding such matters seriously jeopardized continuation of the programme. Rather than formalized recognition regulations, direct negotiation and close liaison «from below», based on mutual trust and sound knowledge of the workings of each other's educational systems, had proven to be adequate for solving problems as they had arisen. There is in fact strong feeling among directors that they have broken new ground, even to the extent that double degrees, granted by both home and host institution, have been initiated within the framework of some of the study abroad programmes, an action which should have substantial repercussion upon students' potential occupational mobility within Europe, and which may in its own modest way contribute to European integration, cooperation and mobility.

### **Are extra costs involved for organised study abroad programmes?**

For various reasons calculations of the precise amounts of expenditure incurred on study abroad programmes is a complex and difficult matter, but it is clear that in many instances study abroad does involve costs over and above those normally incurred by a stay solely at the home institution.

There are, of course, the extra travel (and often subsistence) costs to be met, and in none of the programmes under investigation could students avoid tapping private means for at least some of the study abroad expenses. Furthermore, students may have to pay higher fees abroad than those normally required at home, though it may be regarded as an organisational success of the programmes reviewed that, in most cases, arrangements have been made to overcome this problem, and certainly to avoid students' having to pay twice, both at home and abroad.

Patterns in funding study abroad parallel those normally encountered in financing studies at home, and practices vary from one country to the next. With particular respect to study abroad, French students assume a more substantial burden than their British and German counter-

parts, since essentially less publicly funded resources are available to them for covering the costs of the study abroad period. The French are thus heavily reliant upon private means or study loans, and as a consequence, a comparatively greater proportion of students in the French programmes exhibit slightly more affluent social backgrounds. Students from the UK make the smallest financial outlay as a function of regulations which allow them, to a greater extent, to utilize the normal home study grant while abroad. German students present no unified picture. Although they can draw upon publicly funded sources to a greater extent than the French, and may receive scholarship solely for study abroad, these do not usually cover all costs.

Programme costs in most cases are covered to a considerable degree by the home institution, although not always in the mode of freely disposable funds. Many indirect contributions are made, for example, via regular payment of salaries for staff who are only partially involved in study abroad programme operations. The true cost of programmes is therefore probably quite high.

On average during academic year 1983/84, nearly 75 % of the amount allocated by the home institution for study abroad operations stemmed from state agency funds and less than 10 % of the costs were met with European organization assistance. However, assistance from European organizations often had played a critical role in financing initial programme development, particularly staff travel during programme preparation.

Excluding students' travel and subsistence fees abroad, the expenditure most frequently cited among programmes is travel and subsistence for home institution staff, to maintain the intensive collaboration with host institution counterparts which, among other things, is considered to be so essential for securing academic recognition. Programme administration and language courses – costs of which are borne primarily by students' home institutions – together with initial programme development all tie for second place as most frequently cited expenditures. Student scholarship and academic staff travel, in that order are viewed by directors as being the two aspects of finance which are *most crucial* to programme survival.

### **WHAT ARE THE MAJOR FEATURES WHICH DISTINGUISH STUDENTS WHO PARTICIPATE IN STUDY ABROAD FROM THOSE WHO DO NOT?**

Directors reflecting on the types of students they have seen pass through their programmes over the years almost invariably single out the decided openness toward foreign countries and international affairs in the subjective attitudes of study abroad participants. This is not entirely a function of experiences students have while abroad. A cross check on students' own perceptions revealed even at a point prior to their going abroad, that 80 % were « extremely interested » in other countries, European and/or international affairs.

Programme directors also remarked that study abroad participants usually have an above average command of foreign language, compared with others who study in the same field at the same home institutions, but who do not go abroad. This is certainly not contested by students themselves, rating their foreign language proficiencies just prior to departure. A striking majority placed themselves at the highest proficiency level :

- Over 90 % of the students were convinced they could use the language of the prospective host country to state and support with examples their positions on such controversial topics as nuclear safety.
- Nearly 90 % felt they were proficient enough in the

host country language to be able to write business letters which accurately conveyed their meaning, although perhaps without idiomatic expression.

– Over 75 % required limited or no use of the dictionary while reading technical material in their academic or professional fields, in the host country language.

– Somewhat fewer, although yet a comfortable majority, anticipated no problems in understanding students and teachers in discussions, seminars etc. on academic topics in their fields, during the period abroad.

The careful selection into degree- and study abroad programmes appears to be crucial factor contributing to this high level of foreign language proficiency prior to students' departure. Programme design also appears to be a major influence. Foreign language training was mentioned more often than any other form of preparation for study abroad, and nearly 75 % of the programmes provide substantial training, either on a mandatory or an optional basis. Student attendance was reputed to be high, even in the optional foreign language courses.

An academic background which has encompassed foreign language training contributes to students' ability to function successfully in that language while abroad, but the internationality of participants' family environments appears to be an important link in their – evolving – solid foreign language foundation as well. Nearly half the students reported that members in their immediate family had lived abroad for lengthy periods of time. Students further confirmed that the study abroad opportunity in general, and the possibility to participate in their respective study abroad programmes in particular had been decisive factors in their original choice of their home institution and major field of study.

### **Conclusion**

In order to create a solid point of take-off for successful study abroad programme operation, the *purpose* for the period abroad – expressed in course objectives or as students' own motives – must be clear from the outset. Otherwise, finding the value in going abroad may resemble the proverbial search for the needle in a haystack. Furthermore, students must be able to function immediately in the language of the host country in order to become integrated within the academic and other cultural contexts of the host country. Finally, considerable staff input is necessary to arrange a period abroad which reduces or eliminates the severe double cost of increased financial expenditure and loss of academic credit.

The actual impact of study abroad on students' academic performance, linguistic proficiency, knowledge of foreign countries and cultures, career aspirations and prospects, as well as institutional impact of study abroad remains to be analyzed in detail during the final phase of the evaluation. A report on these features will be prepared during the latter half of 1986.

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### **NOTES AND REFERENCES**

- 1) Funding for the evaluation has been obtained from the European Cultural Foundation, the Commission of the European Communities, the Council for National Academic Awards, the German Federal Ministry of Education and Science, the Swedish National Board of Universities and Colleges, and the United States Information Agency.
- 2) *Study Abroad in the European Community*, Brussels, Office of Cooperation in Education, European Institute of Education and Social Policy, 1985. A second report analyzing all the programmes selected in France, the Federal Republic of Germany, Sweden, the United Kingdom and the United States is in the course of preparation.

# Oyez ! Oyez !

## European Community

### Yes for Europe

«Yes for Europe» is a proposal for a Council Decision adopting an action programme for the promotion of youth exchanges in the European Community (1987-1989), which was recently submitted to the Council by the Commission. The core of this action programme is the provision of grants covering the mobility costs (more or less 300 ECUs per head) of 80,000 young people between 1987 and 1989 who will take part in the EC Youth Exchange programme.

### Delta

«DELTA» is a Community programme which has been created with a view to exploiting the progress made in the field of the information and telecommunications technologies to promote the new technologies in order to support education and training. The DELTA programme has been designed to complete the ESPRIT, RACE, COMETT and BRITE programmes and to use their results profitably.

### Commission of the European Communities Directorate-General for Employment, Social Affairs and Education

*Conference:* Methodology in teacher education related to the teaching of pupils with special educational needs.

*Venue:* Chester College of Higher Education, United Kingdom.

*Date:* July 21st to 25th, 1986.

The organisation of this conference is a sequel to a conference held at Chester in July 1984 on the implications for teacher education of the international movement towards integration. Delegates at the 1984 conference identified the knowledge, skills and attitudes which were required by teachers so that the education of integrated pupils with special educational needs could be successful. Three training levels were specified:

- level one – initial (non-specialised, pre-service)
- level two – short in-service courses for serving teachers
- level three – advanced specialised training for serving teachers.

Delegates in 1984 were selected from two sources, members of a Joint Study Programme between the United Kingdom, the Netherlands, West Germany and Ireland together with additional delegates from those countries, and members of a working group on special education of the Association of Teacher Education in Europe (ATEE).

Criteria for selection included familiarity with teacher training for special needs pupils or with teaching such pupils in an integrated situation, or with both. In all 50 delegates from 8 European countries took part and all teacher levels were represented from professors to teachers and from those with national responsibilities to those working at grass roots level.

An important aim of the 1984 conference was to suggest methods by which teachers could acquire the necessary knowledge, skills and attitudes which had been identified. An attempt was made to do this and some general principles were listed but the delegates needed more time to consider content before embark-

ing on the very different field of methodology. Since the conference, the original lists have been edited and re-phrased by the ATEE working group in order to eliminate overlap between items, they are now ready for discussion on how best they might be achieved.

The aims of this follow-up conference in 1986 are therefore:

- a) to share experiences of methodology in higher education with a group of people involved in teacher education (from university, teacher training institutes, the inspectorate and teachers in schools)
- b) to achieve consensus on the lists of knowledge, skills and attitudes for each of the three training levels
- c) to suggest methods by which teachers can acquire the necessary knowledge, skills and attitudes most effectively.

Time allocation during the week will give priority to the third aim.

An opportunity will be given on Wednesday, July 23rd for delegates to offer papers, displays and/or exhibitions related to the theme. The College must be notified by the end of June if space and/or equipment is required.

### Number of foreign students in EC Member States as compared to Japan, the USSR and the USA.

The United Kingdom's Department of Education and Science recently published its available information on foreign students in higher education and the percentage of all higher education students in EC Member States, Japan, the Soviet Union and the USA:

	Year	Overseas students in higher education (thousands)	Percentage of all higher education students*
Japan†	1983	9.5	0.4
Soviet UnionØ	1978	62.9	1.2
United States of America <sup>II</sup>	1981	326.3	2.6
Belgium▲	1983	12.5	12.5
Denmark	1982	3.1	2.8
France●	1983	130.2	13.7
Germany, Federal Republic of	1982	71.4	5.1
Greece	1980	7.7	6.3
Ireland	1981	2.9	4.9
Italy	1982	29.9	2.7
Luxembourg	1983	0.1	8.5
Netherlands	1982	4.6	1.2
Portugal	1981	1.7	1.8
Spain	1980	11.0	1.6
United Kingdom■	1983	48.1	*5.4

\* Including part-time students.

† Includes private sector and correspondence courses.

Ø Includes evening and correspondence courses.

II Includes private sector.

▲ Universities and equivalent degree granting institutions only.

● Universities only.

■ Excludes private sector institutions.

\* This percentage increases to 8.3 based on full-time students.

# 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 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 or 235 64 35

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### ***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,  
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 :

**Thomas Arnold** Joint Study Programmes  
**Susanne Cheer** Preparatory Visit Grants  
**Fritz Dalichow** Academic Recognition  
**Heulwen Huws** Contract Administration  
**Annamaria Trusso** Short Study Visits.

**GENERAL ENQUIRIES CONCERNING THE GRANT SCHEMES SHOULD IN THE FIRST INSTANCE BE ADDRESSED TO EITHER ANNAMARIA TRUSSO OR THOMAS ARNOLD.**

**A BROCHURE OUTLINING THE ALLOCATION OF RESPONSIBILITIES WITHIN THE OFFICE FOR COOPERATION IN EDUCATION IS OBTAINABLE FROM THE OFFICE ON REQUEST.**

BFR 250



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