



# erasmus newsletter



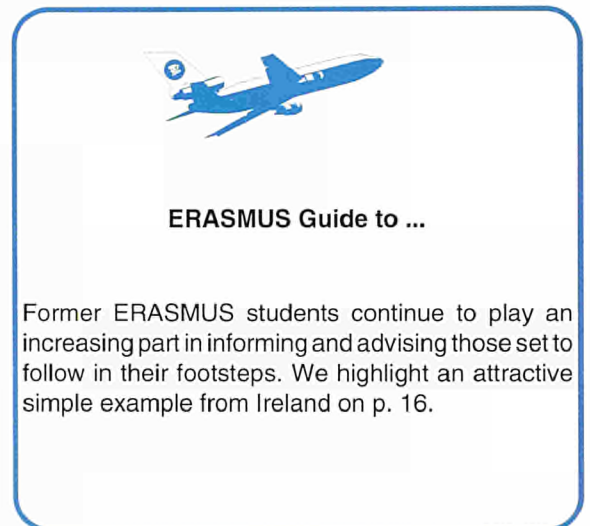
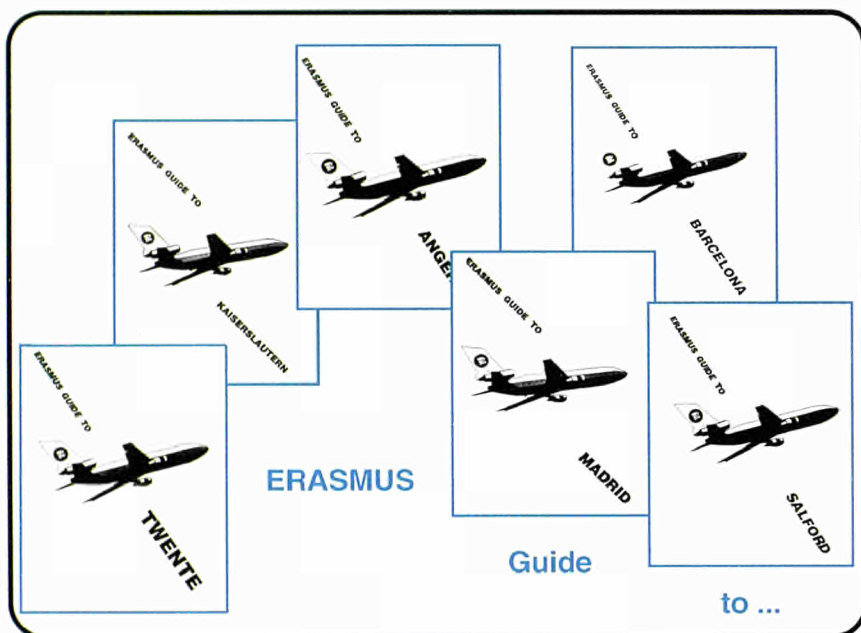
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Academic recognition of study abroad





As a tangible symbol of the benefits of ERASMUS expected to blossom increasingly in the future, students in the medicine group of the European Community Course Credit Transfer System (ECTS) who came to study abroad at the Université Louis Pasteur (Strasbourg I) in 1989/90, the first year of ECTS, presented an apple tree sapling to the University medical faculty. ECTS student representatives, Diego Lopez (University of Valencia) and Jennifer Woodd-Walker (University of Bristol) attend to the soil at the informal planting ceremony which followed (see article on page 7).



Front cover photograph : Degree-awarding ceremony at the University of Bath, U.K.

#### REMINDER TO OUR READERS

Our readers are reminded that the *ERASMUS Newsletter* is now **only** published in **English and French**. Please do not forget to inform the Office for Official Publications and/or the ERASMUS Bureau of the language version you would like to receive. **Please do not forget to return your mailing label to enable us to serve you properly.**

#### ERASMUS Newsletter

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# Editorial



WHEN the Luxembourg presidency of the EC drew to a close in June 1991, it did so, for ERASMUS, with a flourish. A special session of the informal meeting of the Council of Education Ministers held on June 2-3, was devoted exclusively to the future of the Programme. In the course of a constructive "brainstorming", Ministers focused on several key points, reiterating notably the commitment to student mobility as the central goal of ERASMUS, and the need to simplify as far as possible the administrative procedures relating to its management.

Considerable interest was also expressed at the meeting in the ongoing evaluation of ERASMUS, the general development of which is discussed more fully on pages 12-13. As evaluation continues, the suggestions of the Ministers will, of course, be borne in mind, as well as observations on the working of the Programme which the Commission continues to seek from other sources. First and foremost, there are the higher education institutions themselves, including those responsible within them for coordinating the inter-university cooperation programmes (ICPs), the European Community Course Credit Transfer System (ECTS) and other ERASMUS initiatives. Given that the participation of the academic community is the very lifeblood of ERASMUS, feedback from it has already had a substantial impact on its development and will continue to be of paramount importance in shaping it for the future.

Representation of teaching staff and administrators from both the university and non-university sectors of higher education, has also been a noteworthy feature of the recently concluded second series of bilateral meetings between the Commission and Member States. The meetings have done much to help clarify progress in matters like academic recognition and linguistic preparation of ERASMUS students, which need to be kept under constant review. And, as in the past, the ERASMUS Advisory Committee will once again make its helpful voice heard on yet other issues concerning the administration of the Programme, at its September meeting in Newcastle Upon Tyne.

It is expected that several recommendations arising from evaluation will take effect well within the Second Phase of ERASMUS which expires in mid-1995. A major deadline is December 31st 1993, by which the Commission must present its report to the Council and the European Parliament on the experience acquired in the Phase Two application of the Programme. Virtually all the spadework required for submission of this report is thus currently timed for completion by April of the same year at the latest.

Perhaps the most significant announcement as we go to press, therefore, is the result of the open call for tender to evaluate ERASMUS. The Commission has appointed Price Waterhouse to examine the management structures of ERASMUS, and define the scope for general improvements to the Programme as a whole (see p. 13). This independent examination, the first of its kind to be conducted since ERASMUS was launched, will be the responsibility of a core team (Price Waterhouse U.K.) which will be assisted periodically by branches of the organisation in the different Member States, and by the academic community, prominent members of which will be independently and regularly consulted at key points in the course of the enquiry.

## CONTENTS

Editorial .....	1	Positive initial Assessment of ECTS .....	7	Diary .....	13
<b>Academic Recognition</b>		ECTS as seen by...		<b>NGAA News</b>	
Witness to a Breakthrough .....	2	an Institutional Coordinator .....	8	The NUFFIC as ERASMUS NGAA .....	14
Patterns of Recognition .....	2	a Subject Area Coordinator .....	8	Commission Boost for the NGAAs .....	15
Pathways to Recognition of		Spotlight on the NARICs .....	9	<b>Students have the last word</b>	
Study Abroad .....	3	<b>News from Brussels</b>		ERASMUS Student Self-Help Flourishes ..	16
Recognized European Dimension		Universities in New German Länder			
in Engineering .....	4	join ERASMUS .....	10		
Reaching Recognition in Social		Update on other Task Force			
Policy Analysis .....	5	Programmes .....	10		
Harmonising seemingly		Monitoring ERASMUS : An Ongoing			
incompatible systems .....	6	Commitment .....	12		
Contact corner .....	6				

# ACADEMIC RECOGNITION

## Witness to a Breakthrough

Fritz DALICHOW, Assistant Director,  
Academic Recognition and Credit Transfer,  
ERASMUS Bureau

**S**OME 25 years ago, when I went from Germany to France and then to Ireland to study geography, politics and education, I had to deal unaided with all kinds of organisational problems. One of the knottiest was the academic recognition abroad of my studies at home and *vice versa*. Difficulty in gaining academic recognition has always been a major impediment to international student mobility. In 1985, not more than 60,000 students (1% of the 6 million EC students at that time) studied in any other Member State than their own. Faced by the prospect of the 1993 Internal Market, the EC institutions were alarmed by this very modest level of study abroad and - logically enough - tabled and adopted ERASMUS. Its enormous merit is that it is

essentially **about** academic recognition of study abroad. Indeed, this is precisely one of the main reasons why it has been so extraordinarily successful.

But what does "academic recognition" really mean? In this *Newsletter*, we attempt to answer at least parts of the question by approaching it from different angles. An introductory discussion by Ulrich Teichler (opposite) is followed by short reports from three ICPs, with emphasis on their own special arrangements for recognition. These items are accompanied (from below) by a typology of patterns of recognition as they exist within ICPs. Next, the ECTS pilot scheme is described from three different perspectives and, last but not least, there is an

account of the NARIC network and its involvement in academic and professional recognition.

Recognition arrangements like those discussed here, themselves far from exhaustive, have already done much to change attitudes in the world of EC higher education. As they develop, they will reinforce enormously the credibility and potential of the European University Network and ECTS in such a way that all students who wish to do so, may move freely, flexibly and, in career terms, securely, across Europe with little loss of time or effort. It is in this way, above all, that I see ERASMUS helping to make the "Citizen's Europe" a reality for the EC student population. □

## Patterns of Recognition

For the typology which follows we are grateful to Kees Kouwenaar, head of the Dutch National Academic Recognition Information Centre, seconded to the ERASMUS Bureau in 1990/91.

**Joint Degree Programme:** in the ERASMUS programme (ICP-91-I-0134/09) in European languages, literature and civilisations, coordinated by the Università degli Studi di Genova, universities from nine EC countries cooperate for a joint *Diplôme de Hautes Etudes en Langues, Littératures et Civilisations Européennes* at 5th year level. All contracting universities have committed themselves to the recognition of this jointly issued diploma and have pledged to pursue the official recognition by the appropriate national authorities. A truly European diploma and a good example of a joint degree programme.

*A joint degree programme (JDP) is a fully integrated degree programme, jointly organised and implemented by two or more universities. It leads to a single final degree or diploma, itself jointly awarded by all participating universities. It differs from a double (or*

*multiple) degree programme in that only one degree (diploma) is awarded.*

**Double (or Multiple) Degree Programme:** the ERASMUS programme (ICP-91-D-0024/04) in business economics, coordinated by the Hochschule Bremen, brings together German, English and French students in a common programme in "European Finance and Accounting (EFA)". After three semesters at home, two abroad and a final one or two at home, the students obtain the official diplomas/degrees of the two institutions involved: *Diplom-Betriebswirt*, B.A. (Hons.) EFA, and the *Certificat d'Etudes Supérieures en Finance et Comptabilité* (CFE). Thus the completion of one programme offers the students two academic degrees (diplomas), both fully valid in the country as academic qualifications where the respective awards are made and also as

(fulfilling requirements for) professional qualifications. (An additional year of study enables students to obtain the diploma/degree of the third institution involved in the ICP.)

*A double (or multiple) degree programme (DDP or MDP) is a fully integrated degree programme, jointly organised and implemented by two or more institutions and leading to two or more degrees (or diplomas) awarded simultaneously but separately by all the partners. It differs from a joint degree programme in that several parallel degrees are awarded simultaneously. It also differs from the arrangement of a "Regular Host Qualification" (see below) in that the DDP (or MDP) concerns one integrated programme as distinct from the arrangement whereby two or more consecutive degrees are obtained in different stages of the programme*

# Pathways to Recognition of Study Abroad

It is essential for the award of both ERASMUS financial support to student mobility ICPs (inter-university cooperation programmes), and ERASMUS student grants, that students should receive full academic recognition for the satisfactory completion of study abroad. ECTS is exploring more systematic recognition procedures among a small network of 84 volunteer institutions. In this article, Professor Ulrich Teichler who has been actively involved in evaluating different aspects of ERASMUS for the Commission, at the Wissenschaftliches Zentrum für Berufs- und Hochschulforschung of the Gesamthochschule Kassel, offers a definition of “recognition”, and reviews some common strategies for achieving it, and typical problems encountered on the way.



**I**N my view, the term “recognition” should be used to refer to the principle of accepting satisfactory study abroad for academic assessment purposes, and to the mechanisms, regulations, and processes for ensuring that it may formally substitute for study at home. I suggest the term is inappropriate for the “approval” of degree programmes with a study abroad component, or for “certification” of study abroad.

Recognition can stimulate study abroad, because it reduces the element of “risk” for the participating students. It helps avoid prolongation of the overall degree programme, and encourages universities to improve the quality of their provision for study abroad. It also ensures a more solid basis for Europe-oriented curricula.

When I wrote my study entitled *Recognition* (ERASMUS Monograph No. 3), no information was available about the extent of recognition awarded to ERASMUS students. Evidence from prior studies suggests that only 60% of study, or even less, would be recognized if the strictest criteria for recognition were chosen. The parameters might include recognition for work successfully carried out abroad, the extent to which work recognized is counted as equivalent to work usually performed in a corresponding period at the home institution, and the extent to which study abroad does not lead to prolongation of students’ overall courses.

Various strategies regarding recognition are identifiable, given that academic study abroad does not fully correspond to the quality and qualifications aimed at in study at home. They include:

- the elitist strategy (selecting only the best students for study abroad);
- overload strategy (more work is required abroad than at home);
- “add-on” strategy (prolonged study for the acquisition of additional qualifications);

- the strategy of filling up the options (study abroad replaces optional courses in the home curriculum);
- “homogenization” strategy (courses abroad are made as identical as possible to courses at home);
- a “condoning” strategy (somewhat lower academic achievement abroad may be accepted in exchange for other valuable experience and skills not however easily measurable);
- and, finally, a strategy of limited recognition only.

ICPs have adopted a broad range of measures aimed at ensuring that successful study abroad can be recognized. They focus on the content of academic activity and learning (academic, foreign language, cultural, social/personal, administrative/organizational aspects), the stages of the process from early preparation to eventual reintegration upon return, and the methods used to implement the provisions (like information, counselling, provision of courses, direct support services, and assessment).

Among the observable types of recognition arrangements, some of which are summarized in subsequent pages, are formal agreement on recognition between home and foreign partners; comprehensive assessment of academic progress abroad by the host institution; overall certification of the courses, exams and grades abroad; automatic initiation of recognition procedures by the home university upon return; repeat assessment of achievement abroad by the home institution; the award of formal equivalence; provision for repetition of exams; making completion of a period of study abroad a prerequisite for the final examination of the course programme; and reference to study abroad in the final assessment.

Among major obstacles to recognition are problems of living and learning in a foreign

country; differences in the modes of teaching, learning and assessment between home and host institution; discrepancies between the study period abroad and the normal cycles of learning and examination abroad; discrepancies in terms of course content; administrative and organizational matters; and problems in receiving approval from authorities outside the institutions themselves.

As regards practical implications, I feel that the seriousness of obstacles to recognition should be taken into account in expectations regarding the success of ERASMUS. The current practice of giving some priority to well-organised highly integrated ICPs, but granting support also to many with looser forms of recognition should be continued. Otherwise ICPs might offer token recognition to ensure support, even if there were doubts about the full equivalence of study abroad to study at home. In addition, ERASMUS should continue to promote the specifically European approach to study abroad with its institutional roots at departmental level, strong emphasis on academic achievement, and emphasis on the curriculum as a “menu” (or “Gestalt”).

Recognition might be increased by the development of more closely integrated curricula, and improving study conditions abroad as well as the arrangements regarding recognition *per se*. A last question, however, is whether the social or cultural benefits of study abroad are themselves worthy of recognition, or should be viewed as “added value” which is not however to be bartered as an alternative to the satisfactory completion of other courses. Recognition of study abroad is arguably more limited if the yardstick for granting it is exactly the same as that used for assessing study at home; and arguably more meaningful if greater maturity, a broader capacity for reflection, and the ability to cope with the unfamiliar are considered to deserve formal acknowledgement in their own right. □

# Recognized European Dimension in Engineering



An interesting ICP formula for academic recognition has been developed in a student exchange in mechanical engineering involving the Fachhochschule Osnabrück, Federal Republic of Germany, as coordinating institution and Coventry Polytechnic (U.K.). Within four years, successful students can acquire the three nationally-recognized degrees of Bachelor of Engineering, the Fachhochschul-Diplomingenieur and, in some cases, the M.Sc. ICP Project Coordinator Professor Dieter Blanck describes the arrangements.

**S**TUDENTS on the exchange, known as European Mechanical Engineering (EMS), spend their third year abroad at the partner institution, returning to their home institution to complete their course. To date, more than a hundred students altogether have been involved.

EMS is divided into three parts and is an integrated project, though not to the same extent as some other ICPs. However, because student groups from the home and host institutions gain the same awards, both have to do the same examination work. The minimum volume of work also has to be equivalent for both groups. The guiding principles are, first, that the knowledge and skills imparted are of equivalent value when measured against the aims of the two courses; secondly, that lectures in the description of "natural laws" are of equivalent theoretical complexity at home and host institutions; thirdly, that courses have to last roughly the same length of time. Respect for these norms means that examination results may be considered comparable, an essential principle given that no student can prepare within four

years for all the exams which would have to be taken for both the Bachelor's and *Diplom* qualifications. Academic recognition with "credit transfer" thus has to be given to students at their host institution for the exams already completed at home. Mention should be made too of the opportunity for Osnabrück students to gain an extra award if they get very good exam results when doing the Bachelor's degree work during their third year at the Polytechnic. Their performance in this case may be the stepping stone to a Science and Engineering Research Council scholarship in turn enabling them to study for an M.Sc degree in the fourth year. The examination results of the Master's course are given academic recognition by the home institution with respect to the degree *Diplomingenieur FH*.

We are now really trying to drive home the European dimension. At present, all students passing the third-year examinations abroad get the partner country qualification with the European cachet, the *Diplom-Ingenieur EMS* for the Coventry graduates and the Bachelor of Engineering EMS for

those from Osnabrück. To date, the U.K. students have had far greater difficulty in reaching the required standard. Generally, this is not linked to lesser ability but, in my view, to the lesser motivation which results from the relative lack of earlier grounding in German in U.K. schools. Most Osnabrück students have had some seven years thorough schooling in English before they reach the Fachhochschule! - a head start for which excellent EMS linguistic preparation of the U.K. students cannot often compensate. We thus want to introduce a less demanding "European" qualification for students which will be obtainable if they pass around half the third-year exams abroad. We already have agreement from the German authorities on introducing this award (the *Europäisches Technologie-Zertifikat*) at Osnabrück, but the U.K. must accept the principle too before students from Coventry can acquire it as a truly European qualification. We are hoping this will be possible from the 1991/92 academic year. □

*Continued from page 2*

**Special Host Qualification:** the Philipps-Universität Marburg and the London School of Economics run a bilateral exchange programme in law (ICP-89-D-0085/10). Participating students spend their third year abroad, which is fully credited towards their regular degree programme: *Juristische Staatsprüfung* and Bachelor of Law. In addition to this, the host universities award a special ERASMUS qualification upon completion of the study abroad period: a special *Zertifikat* for the British students and a "Diploma in English Law" for the Germans. This is but one example of a widespread form of special diplomas, certificates etc, which are awarded as proof of the added value of ERASMUS to the everyday life of higher education.

*A Special Host Qualification is a degree, diploma or certificate, which has been created by the host university to award to foreign*

*students upon completion of their study period abroad: sometimes as a bonus to the regular degree programme at home; and sometimes as a qualification in its own right, allowing its holder to enter the labour market.*

**Regular Host Qualification before Return:** Bristol Polytechnic, the Johann Gutenberg Universität Mainz, the Universidad Autonoma de Barcelona, the Université de Rennes II and the Université de Bordeaux III have established a highly integrated programme (ICP 91 UK 0439/09) in modern languages and translation. The universities give full credit for the previous studies of the ERASMUS students and will award them, when appropriate, their regular degrees and diplomas. For instance, a German student spending his second year in Rennes will, when successful, get full credit for his first

year and obtain a DEUG. A Spanish student spending her third year in Bristol will, when successful, get full credit for her two years in Barcelona and obtain an ordinary B.A.

*This kind of arrangement differs from a Double Degree Programme in that students are not studying for two equivalent degrees at the same time, but rather for consecutive degrees or diplomas from various universities in more than one country. One might call it a "Consecutive Degree Programme". It gives the students considerable flexibility and leeway, because it focuses more on full transfer of credit from both home and host institution than on the completion of a predetermined integrated multiple degree programme.*

# Reaching Recognition in Social Policy Analysis

A new Master's degree course in European Social Policy Analysis (MESPA), launched in October 1990 at St. Patrick's College, Maynooth (National University of Ireland), changed its location in January 1991 to the School of Social Sciences at the University of Bath (U.K.), and then in April 1991 to Tilburg University, the Netherlands. During the 12-month course, students spend a term in each of the three countries before returning to their home universities to complete a dissertation. Dr. Graham Room, ICP project director at Bath, describes the initiative.



**S**EVENTEEN postgraduate students, six institutions, one common programme of study. The first term provides a foundation course in comparative social policy and EC policy-making. The second concentrates on policy analysis and evaluation. The third is concerned with social policy options posed by the development of the 1992 Single Market.

Whereas many of the new breed of cross-national courses stimulated by ERASMUS involve students spending just three to six months away from their home institutions in reciprocal visits, the ESPA degree brings together a multinational group of students, allowing them to study together in three different cultural and academic environments, over a full academic year. In addition to Bath, Maynooth and Tilburg, the other institutions involved are the Technical University of Lisbon, the Complutense University of Madrid and the University of Crete, which contribute students and visiting institutions and take turn to act as hosts. In October 1991, Roskilde University is also joining the ICP.

At the end of the academic year, a joint board of examiners involving all institutional partners, meets to agree a set of final marks for each student. On the basis of a recommendation from this board, students are then awarded a Master's degree by their home university. While, in principle, this degree acknowledges the involvement of the other universities in the study programme, the reality so far has been more complicated. For example, the University of Crete has confirmed it will award the Master's degree, but this is subject to approval by the Ministry of Education. Political changes in Athens have delayed this approval. At the outset, therefore, Greek students on the course are obtaining the home university recognition of study abroad as credits for a doctorate. Their Master's degree is being awarded by Bath. There is a similar interim arrangement for Portuguese students although, for the 1991/2 entry, this degree may be awarded at Lisbon. Analogous arrangements for our Spanish students have been made with the strong expecta-

tion that they will be needed for at most two years.

Academic recognition means more than the agreement by the home university to award a degree with a specific title on the basis of a joint examining board recommendation. First, the "Master's" degree is of uncertain status and value outside the Anglo-Saxon countries (except for the better known MBA). However, higher education systems in Greece, Spain, Portugal, and elsewhere are going through a period of major reconstruction and the Master's degrees of the Anglo-Saxon world offer one form of hard academic currency to which some of their universities are eager to anchor their own credentials. We are thus considering whether the degree certificates awarded by each university should be co-signed just by Bath, as the ICP coordinating university; or, if this goes beyond what "coordination" can be said to involve, whether the co-signature of all the other partners in the ICP may be necessary. Even then, it is not sufficient for the degree to be an internationally "convertible" currency. To be recognized in Greece, for example, it also has to be validated by the Greek Ministry of Education. Convergence in the nomenclature and content of academic qualifications, while it can be promoted by ICPs, depends upon these broader educational and legislative developments.

Second, the aim is that the degree, bearing a single title, should carry the same meaning within different national contexts. But perhaps that is impossible. For example, in Ireland, Master's degrees, like first degrees, are normally graded "first class honours", "second class honours" or "pass"; and a high proportion of Master's degrees (normally awarded for a research thesis) involve first class honours. Irish ESPA graduates may expect such a plaudit from the National University of Ireland; but for the other universities involved, no such designation is envisaged. Will this then give the Irish an undue advantage over other MESPA students when they compete with each other on the European job market? This remains to be seen.

Third, comes the question of academic recognition and quality. Each university in an ICP is bound to ask what is the quality of the education offered to students at the host universities. The same question is liable to be posed by national bodies providing student grants and scholarships. In the absence of any international validating bodies, it is a question as difficult to answer as it is delicate. In our own case we have adopted a double strategy. First, a detailed student questionnaire at the end of each term, the results of which then form the subject of a staff/student review meeting, allows our "consumers" to press for high and common standards across our ICP. Second, we have appointed an external examiner, hopefully, as a guarantor of the quality of the course as a whole. But perhaps we will have to go further and appoint a cross-national panel of senior professors to undertake this task. For it is clear that the reputation which a course enjoys within the academic community cannot but affect recognition of the qualification to which it leads. □

*Continued from page 4*

**Regular Host Qualification without Return:** the Bergische Universität Gesamthochschule Wuppertal (ICP 91 D 0180/06) and the Université de Haute Alsace offer their students a range of recognised mobility schemes in the field of safety and environment. French students can, after completion of the two-year *Diplôme universitaire de Technologie* (DUT), transfer with full credit to Wuppertal as students for the *Diplom* (Dipl.-Ing.). German holders of this diploma can transfer with full credit to the French programmes leading to the *Diplôme d'Etudes supérieures spécialisées* (DESS) and the Doctorat in "Sécurité dans l'Industrie Chimique". French DESS graduates can be admitted to the German programme for the Doctorate in *rerum securitatis*.

*These are three examples in which students can transfer freely from one university to another to follow programmes of special interest, without problems of academic recognition and transfer of academic credit. Upon completion of the programme, the regular degree is awarded to them as if the university had been their home university from the start.*

» Page 6

Continued from page 5

#### Standard Credit Transfer Arrangements:

Middlesex Polytechnic is the coordinator of a network of 18 universities (ICP 91 UK 0524/15) involved in media/cultural studies, which has developed a very elaborate credit transfer system. All partners are committed to accept credits from other universities in the network. There is a handbook with general information and a list of all courses that are valid throughout the network. A standard transcript of academic records is in use, specifying courses taken and grades achieved. Without double or joint degrees, this programme has developed a system for credit transfer through which students can study abroad within the context of their regular degree programme without recognition problems.

*ERASMUS has standard credit transfer arrangements in various forms; the most notable of course is the ECTS pilot scheme. They may seem less exciting because they produce no special diploma or degree, but they provide a very important and lasting contribution to solving problems of academic recognition and mobility on a wide scale.*

#### Special Home Qualification upon Return:

the Gesamthochschule Kassel and the Institut Universitaire de Technologie in St. Etienne operate a bilateral cooperation and exchange programme in Business Economics (ICP 91 D 0100/14, see following article on this page). The German students spend their third year in France, which is fully counted towards their *Diplom* in Kassel. The French students go to Germany after their regular two-year degree programme for the DUT. Their studies in Kassel lead, on their return to St. Etienne, to the award of the special *Diplôme universitaire de développement technologique européen* (DTE). This diploma is issued by the university itself as an extension of the nationally-awarded DUT.

*Special Home Qualifications provide especially good services in cases, such as with Kassel and St. Etienne, where existing differences in higher education systems and degree structures could be an obstacle to otherwise attractive and profitable cooperation links. In the long run, some of these special arrangements might well become incorporated in the regular structure of the country(ies) involved. □*

## Harmonising seemingly incompatible systems



ICPs between the department of economics at the Gesamthochschule Kassel ("comprehensive" university) and two of its French partners, the Institut universitaire de technologie (IUT "B") at the Université de Lyon I, and the Université de St. Etienne IUT, are based on equivalence agreements which incorporate mutual recognition of courses and guarantee a double diploma. Around 20 students are now taking part, as Professor Uwe Heine, ICP coordinator at the Gesamthochschule, explains.

THE exchanges last one academic year (two German semesters). After completing their first year in Germany, Kassel economics students are able to continue their second-year studies at one or other of the two IUTs, where they specialize in marketing techniques, and obtain the *Diplôme universitaire de technologie* (DUT) at the level known in France as "Bac + 2". At Kassel, this French qualification means the automatic award of six credits counting in the preparation of the *Diplom-Ökonom I* (which entails six semesters of study, one semester of in-company training, and one semester leading to exams). The exchange is also open to Kassel students combining studies of the "romance" languages (for the *Diplom-Romanistik*) and economics.

The French students from Lyon and St. Etienne do a year's study at Kassel after passing their DUT, the aim being to acquire there the Kassel credits which will enable them in France to receive the *Diplôme universitaire de développement technologique européen* (DTE). The French students thus have to obtain different credits at Kassel (20% in use of the language, 20% in linguistics/civilisation, and 60% in economy). After that, they must complete a study *mémoire* in German. Finally, they have to pass the oral examination in Lyon or St. Etienne at the end of the year in front of a jury whose members are both French and German.

Among the reasons for the success of the ICPs are the existence of equivalence agreements, the motivation of students to try and obtain a double diploma, and the cachet of ERASMUS funding. But at least two aspects have to be taken into consideration as regards the operation of the exchanges.

First, the Kassel curriculum in both economics, and "romance" languages and economics, offers students a considerable choice between different subjects. This flexibility facilitates its synchronisation with the more rigidly defined French model, enabling the period of study abroad to be a whole academic year, and not just a semester.

Secondly, the existence of agreements has been complimented by the personal commitment of those responsible for the exchanges, to aims which go beyond the theoretical framework of the courses. Among them are social integration, comprehension of differences of outlook, and the breaking down of cultural barriers. Without the invaluable cooperation of my colleagues Louis Heinis (Lyon) and Christian Robert (St. Etienne), it would have been impossible to minimise the problems of detail arising in the course of the exchange. □

#### CONTACT CORNER

The Centre for Human Nutrition at the University of Sheffield is offering innovative comprehensive courses in human nutrition leading to a Master's Degree (12 months full-time, or a minimum 24 months part-time), a Diploma (4-5 months), or a Certificate of Attendance (a single module, lasting a month). Starting in October 1991, the modular courses take students from basic aspects of the physiology and biochemistry of nutrition to in-depth coverage of four specialist areas. Courses are aimed at graduates, or those similarly qualified, from a wide variety of backgrounds, including the health sciences, education or industry in Europe or elsewhere. The Centre is also seeking research partners from within European or other international organisations.

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## Positive initial Assessment of ECTS

An integral part of ERASMUS, ECTS (the European Community Course Credit Transfer System) at present essentially involves the 84 higher education institutions and consortia of the Inner Circle, working together within a six-year experimental pilot scheme which began in 1989/90. The Inner Circle is restricted to the five subject areas of business administration, chemistry, history, medicine and mechanical engineering. Each group has a subject area coordinator appointed by the Commission, and at each participating institution there is an institutional coordinator and a departmental coordinator, who are responsible for the administrative and academic aspects of ECTS respectively.

THE ECTS pilot scheme was set up with the aim of improving the generally unsatisfactory situation regarding the academic recognition of studies carried out in other Member States. The central principle of ECTS is that students receive full credit for all academic work successfully completed at any of the ECTS partner institutions, and are then able to transfer these credits from one institution to another. ECTS is open to all but first-year students in the participating departments, and any interested student can approach the departmental coordinator for advice on applying.

Normally, an ECTS student has a programme of study abroad agreed by home and host institution for *a priori* academic recognition before departure to the host institution. The programme is devised by using the host institution's information package — a publication produced annually by each ECTS institution — which describes the university and the courses offered for credit under the ECTS scheme. These are all mainstream courses of the institutions concerned - no special courses are set up for ECTS purposes.

A transcript of the student's records is sent by the home to the host institution before the arrival of the student and *vice versa* on completion of the study period abroad. The transcript of records is an essential element of ECTS, as it is the means by which institutions inform each other about the credits and grades accumulated and transferred by students in the pilot scheme. On the student's return to the home institution, full academic recognition is awarded for successfully completed credits. But for some students, the other opportunities of ECTS may be exercised - remaining at their host institution or moving to a third institution in the scheme.

A total of 553 students took part in the first year of the ECTS Pilot Scheme. Reports

received indicate that around 70 % of them completed a full academic year of study at their host institutions. Most of them successfully completed their planned programme of study abroad gaining full credit from the host institution. The majority of the students who returned to their home institutions received full academic recognition for their credits.

Thirteen students (in business administration, chemistry and mechanical engineering) gained awards at their host institutions through the transfer of credits already achieved at their home institutions and the ECTS period of study. The type of award ranged in level from a two-year diploma to a Master's degree.

At least 20 students were reported to have stayed on at their host institutions to complete their studies and four (in history, medicine and mechanical engineering) moved to a third institution. This flexibility and freedom of movement are unique to ECTS, in the context of ERASMUS student mobility, and it is particularly encouraging that in the first year of the pilot phase such opportunities were taken up. Most participating institutions had little or no experience of credit transfer systems before taking part in the scheme, although many had experience of ERASMUS ICPs and other study abroad programmes. In the 1989/90 academic year nearly all participating institutions experienced the credit transfer process as both sending and receiving institutions, although for some the number of students involved was small. Less than 10% were involved only as either a sending or receiving institution.

Few institutions applied all elements of the ECTS as outlined in the presentation brochure (*European Community Course Credit Transfer System: Presentation of the ECTS Pilot Scheme* available on request from the ERASMUS Bureau), but most of them

used the essential ones and accomplished the key points of ECTS. The commitment and efforts of the coordinators and their "mutual trust and confidence" were major factors contributing to successful outcomes of the first year in terms of mobility and credit transfer. Personal contact at group meetings afforded coordinators opportunities to resolve issues concerning students and credit transfer.

Coordinators have recommended improvements and refinements to ECTS, some of which will be adopted from 1991/92. These relate in particular to the style and content of information packages, the use of a standard transcript of records and student application form, and work on the refinement of the ECTS grading scale to facilitate the transfer of grades.

Many participating universities have commented that ECTS has provided a smooth mechanism for academic recognition. A further benefit of involvement in ECTS for them has been contact with other member institutions which has led to new cooperation programmes in research, the submission of joint proposals for other EC programmes and the introduction of new teaching methods. Several have already extended ECTS principles and procedures to other mobility programmes in which they are involved and to other departments within the institutions.

In the second year of the pilot scheme, there has been a 46% increase in the number of students taking part (811) with a large unmet demand for participation. □

## ECTS as seen by.... an Institutional Coordinator

*Maria Sticchi DAMIANI, Associate Professor of English, LUISS, Rome*



**I**F ECTS is probably the most innovative EC initiative in inter-university cooperation in Europe to date, its early implementation has inevitably, in my view, had its fair share of problems. Higher education institutions have strong national and individual identities which faculties tend to protect. Since curricular decisions are subject to the approval of academic authorities, new administrative procedures born of the "mutual trust and confidence" encouraged by ECTS may meet with resistance.

One ECTS principle is that participating institutions break down their curricula into comparable units to create a common currency. This has meant deciding which criteria are to be used in allocating credits, and each institution has been asked to shift its criteria towards common ones enabling different academic traditions to be reconciled. Yet credit allocation to courses has on occasions been calculated differently at different institutions: in some, it is based on the number of hours' "classroom" attendance re-

quired for courses; elsewhere, on the number of hours' work expected inside and outside the classroom; or on whether the courses are compulsory or optional. ECTS also aims to guarantee the recognition of study periods abroad, on the basis of the total number of credits gained rather than a one-to-one equivalence of content. However, there have been problems in the implementation of this objective, especially for institutions with relatively less academic flexibility and more legal constraints.

As regards credit allocation at LUISS, the "total classroom attendance" criterion was the most acceptable experimentally because of the modular departmental structure. LUISS students construct their curriculum by summing 60 and 30-hour courses up to a required total of hours. There is no distinction between compulsory and optional modules, and the amount of individual study expected outside the classroom is assumed to be proportional to the number of hours taught. Thus guest students calculating credits can plan

their study at LUISS by using criteria very similar to the modular ones used by the Italian students.

As to the recognition of credits gained abroad, LUISS has had to satisfy both ECTS requirements and Italian law, under which students can graduate only if they have taken all the courses and passed all the exams required by the curriculum of their department. For recognition of study abroad, the Faculty Council has to accept formally the courses taken in other universities as equivalent to those students are expected to do at LUISS. Furthermore, to comply with ECTS and move away from a "one-to-one" approach, a more flexible strategy was adopted, involving overall recognition of exams taken abroad, as well as exemption from some LUISS courses whose credits are roughly equivalent to those gained at the partner institution. It was the search for academic coherence which became the leading principle in this process. □

## a Subject Area Coordinator

*Robert WAGENAAR,*  
Instituut voor Geschiedenis (history), Rijksuniversiteit Groningen, The Netherlands.



**I**N my view, launching the ECTS Pilot Scheme was a real risk for the Commission. An EC-wide formalised pattern for academic recognition of study abroad based on the mutual trust and confidence established between partner colleagues, albeit on a limited experimental basis, was entirely novel. For the first time, the 80 or so universities involved were collectively committed to recognizing substantial periods of study abroad undertaken within their network and awarding degrees based partly on them.

The scheme has avoided serious difficulty thanks largely to the very positive response of the departmental and institutional coordinators and their determination to make it a success, following its thorough preparation by the Commission assisted by the ERASMUS Bureau. All participants realized from the outset that experimentation would lead to problems which had, as far as possible, to be overcome. Thus the Commission needed academics with inside knowledge of their disciplines to assist in coordination of the

scheme. The five subject area coordinators (SACs) appointed as a result, both collected and passed on information, acting as intermediaries between the participating institutions and Brussels. They also helped find solutions to the problems which arose. In my view, this whole system lived up to expectations.

Attention was initially directed to the information packages presenting each institution, its department, course structure, the content and credits attributed to the course units. The SACs drew up guidelines for these packages, and checked the drafts for reasonable uniformity. Now, at the onset of year three, the packages are seen by the history group to have been vital, given the need for students to have sound advance information to minimise the risk element in their participation. Gradually a model package has evolved, hopefully of use to all student exchange programmes.

Procedures have also been devised and developed to guarantee smooth implementation

of ECTS, particularly as regards student exchange, selection of students, the recognition of previous studies and the transfer and recognition of credits. When problems have arisen, the departmental coordinators have been the first to help students. All coordinators have had to meet regularly too. At present, there are two subject meetings a year organized by the SACs, in addition to a plenary meeting for all participating institutions. Here, general information as well as information regarding students are exchanged and problems discussed. Although ECTS has to date been implemented more successfully than expected, not all the issues it raises have been resolved. One of them is the conversion of grading, which is also highly relevant for ICPs. Currently, all five subject area groups are searching energetically for a solution to this by designing a reliable and transparent conversion table. Despite the challenge, the fact that other major problems have already been overcome give plenty of grounds for optimism. □

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# List of Publications

## Leaflets

- ( ) **ERASMUS - European Community programme for the mobility of students and for cooperation in higher education.** Published for the Commission of the European Communities, Task Force Human Resources, Education, Training and Youth by ERASMUS Bureau (22 x 11 - folder). Available in *ES, DA, DE, GR, EN, FR, IT, NL, PT*.
- ( ) **ERASMUS - The passport to recognized study abroad in the European Community.** Published for the Commission of the European Communities, Task Force Human Resources, Education, Training and Youth by the ERASMUS Bureau (21 x 10 - folder). Available in *ES, DA, DE, GR, EN, FR, IT, NL, PT*.
- ( ) **ECTS - European Community Course Credit Transfer System.** Published for the Commission of the European Communities, Task Force Human Resources, Education, Training and Youth by ERASMUS Bureau (21 x 11 cm - folder). Available in *ES, DA, DE, GR, EN, FR, IT, NL, PT*.



## Application package

- ( ) **ERASMUS - Guidelines for Applicants : Financial support for cooperation and mobility in higher education in the European Community.** Published for the Commission of the European Communities, Task Force Human Resources, Education, Training and Youth by ERASMUS Bureau (30 x 21 cm, includes two application forms). Available in *ES, DA, DE, GR, EN, FR, IT, NL, PT*.

## Directories

Published for the Commission of the European Communities, Task Force Human resources, education, training and youth. Luxembourg : Office for Official Publications of the European Communities. Price : 27.50 ECU. Available only in *EN* with an introduction in *FR*.

- ( ) **ERASMUS Directory of programmes/Répertoire des programmes : 1988/89.**
- ( ) **ERASMUS Directory/Répertoire ERASMUS (1989/90).**
- ( ) **ERASMUS and LINGUA Action II Directory/Répertoire ERASMUS et LINGUA Action II : 1990/91.**



- ( ) **Directory of Higher Education Institutions in the European Communities/Répertoire des institutions d'enseignement supérieur dans la Communauté européenne.** Prepared for the Commission of the European Communities, Task Force Human Resources, Education, Training and Youth by the ERASMUS Bureau. Bilingual *EN/FR*. To be published in 1991.



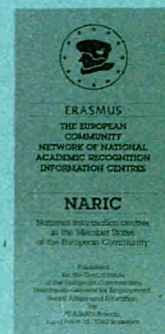
- ( ) **The joint study programmes handbook: An overview of all projects supported within the framework of the "Joint Study Programme Scheme" of the Commission of the European Communities, 1976-1986.** Published by the ERASMUS Bureau on behalf of Task Force Human resources, education, training and youth of the Commission of the European Communities. Brussels, 1989 (21 x 15 cm, 698 p.). Available only in *EN*.

## Newsletter

- ( ) **ERASMUS Newsletter.** Published for the Commission of the European Communities, Task Force Human Resources, Education, Training and Youth by ERASMUS Bureau (30 x 21 cm) Price per single copy : 4.50 ECU Annual subscription : 11 ECU. Available in *EN, FR*.

## Other publications

- ( ) **NARIC - The European Community Network of National Academic Recognition Information Centres.** 3rd edition. Published for the Commission of the European Communities, Task Force Human Resources, Education, Training and Youth by ERASMUS Bureau (21 x 10 cm, 16 p.). Available in *ES, DA, DE, GR, EN, FR, IT, NL, PT.*
- ( ) **Academic recognition of higher education entrance, intermediate and final qualification in the European Community : Multilateral and bilateral conventions, unilateral decisions / Network of the National Academic Recognition Information Centres (NARIC) in the Member States of the European Community.** Published for the Commission of the European Communities, Task Force Human Resources, Education, Training and Youth by ERASMUS Bureau (30 x 21 cm, 70 p.); Available in *ES, DA, DE, GR, EN, FR, IT, NL, PT.*



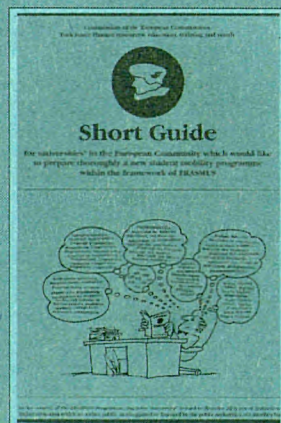
( )  
**European Community Course Credit Transfer System : Presentation of the ECTS Pilot Scheme.**  
 Second edition 1990.  
 Published for the Commission of the European Communities, Task Force Human Resources, Education, Training and Youth by ERASMUS Bureau (21 x 15 cm, 43 p. Contains an application form).

Available in *EN, ES, DA, DE, GR, FR, IT, NL, PT.*



( ) **Higher Education in the European Community : Academic Recognition of Higher Education Qualifications in EC Member States.** Compiled by the network of the National Academic Recognition Information Centres (NARIC) for the Commission of the European Communities, Task Force Human Resources, Education, Training and Youth (TFHR/164/89-EN). Available in *FR, EN.*

- ( ) **Short Guide for universities in the European Community which would like to prepare thoroughly a new student mobility programme within the framework of ERASMUS.** Published for the Commission of the European Communities, Task Force Human Resources, Education, Training and Youth by ERASMUS Bureau. Available in *ES, DA, DE, GR, EN, FR, IT, NL, PT.*



- ( ) **Report on the Experience Acquired in the Application of the ERASMUS Programme 1987-1989.** Presented by the Commission of the European Communities. Brussels, 13 December 1989 (SEC(89) 2051 final). Available in *ES, DA, DE, GR, EN, FR, IT, NL, PT.*

## Spotlight on the NARICs

When a Portuguese student applies for admission to the second-year programme in sociology at the University of Amsterdam, certain questions will have to be resolved. Did his secondary schooling qualify him for university studies in Portugal? And can his previous studies there gain him exemption from first-year sociology in Amsterdam, or did they focus not on sociology, but rather on social work? Kees Kouwenaar, head of the Dutch National Academic Recognition Information Centre, explains how dilemmas like this may be unravelled in practice.

**I**F the University of Amsterdam admissions officer or academic staff in the sociology department are thoroughly familiar with the Portuguese education system, they may resolve such matters themselves. If, however, they are not, they will turn instead to NUFFIC, (the Netherlands Organization for International Cooperation in Higher Education), which will give them information and, if necessary, a written recommendation on the assessment of the student's educational record. In this respect, NUFFIC also serves as the Dutch National Academic Recognition Information Centre (NARIC), and forms part of the EC-wide NARIC network.

If a U.K. Ph.D. holder has problems in getting the degree recognized by the appropriate authorities in the Federal Republic of Germany, it is possible that he or she will write to the ERASMUS Bureau. As the Bureau provides the secretariat for the NARIC network, it will ask the German NARIC (the Zentralstelle für ausländisches Bildungswesen) to look into the matter and comment on it. Subject to the precise circumstances, this may often lead to reassessment of the request for recognition, with a more positive outcome.

The two foregoing examples serve to illustrate some of the main functions of the NARIC network, set up in 1984 to provide access to information and authoritative advice concerning the international assessment and recognition of academic qualifications, thereby extending and improving academic recognition. In 1987, the NARIC network was incorporated into ERASMUS which (under its Action 3 "measures to promote mobility through the academic recognition of diplomas and periods of study") provides it with financial support for regular meetings and specific initiatives.

In fact, most NARICs simultaneously belong to a second similar network of "National Equivalence Information Centres", covering all Member States of the Council of Europe, not to mention yet a third network composed of "National Information Bodies" designated to help implement the Unesco Convention on Equivalence and Recognition in Higher Education for the "Europe Region" of Unesco.

The NARIC centres and the network as a whole try to achieve their objectives through several activities. The network, first of all, has produced a number of documents for use both internally and externally. Secondly, it discusses and, where possible, finds solutions to specific recognition problems. Thirdly, representatives from its centres meet regularly to discuss ongoing activities and developments, establish common methods and procedures, study the higher education systems of their countries and, perhaps most important, gradually "wear down" the traditional nationalistic perspective on recognition and replace it with a more "European" point of view. Finally, the network sets up special working groups to tackle recognition problems which appear to be more general and fundamental. One such group is currently tackling basic recognition problems arising from confrontation between the "Anglo-Irish" and "Continental" points of view; another is grappling with apparent current discrepancies between recognition of "northern" and "southern" qualifications.

### NARICs and Professional Recognition

As their name implies, the NARICs were set up to deal with academic recognition. International *academic* recognition is generally seen as recognition for the purpose of enabling someone to embark on or continue studies and/or an academic career at a foreign university. International *professional* recognition is perceived as giving someone the right or the opportunity to work as a professional or a paid employee, on the basis of a foreign diploma or degree. Often, however, professional recognition is not based exclusively on an academic qualification: additional requirements, like previous practice or experience, are not uncommon.

Some of the existing NARICs were involved in both academic and professional recognition well before the "NARIC" designation was applied. Over the years it has become increasingly clear that academic recognition and professional recognition of academic qualifications are closely intertwined. Professional recognition, it is true, may involve different competent authorities, and may require the assessment of profes-

sional aptitude not acquired through formal education programmes. But the assessment of educational qualifications is vital to both academic and professional recognition and, more importantly, the person seeking recognition in most cases neither knows nor cares whether it is "academic" or "professional". What counts (for him or her) is to be considered in the same way as those who hold comparable "native" qualifications.

NARICs have been asked to give information and advice on recognition for professional purposes in the past and this will increase in future. In fact, several of them are being designated as National Information Centres in the framework of the General Directive for professional recognition of regulated professions (see *ERASMUS Newsletter*, No. 7).

NARIC activities could not be performed without the support of the Commission and the ERASMUS Bureau, especially given that some NARICs have only a single full-time staff member. The Commission provides support through grants for *inter alia* study visits and publications, and by delegating to the Bureau the task of providing a central secretariat for the network. Although the work of the latter is probably one of the lesser known components of ERASMUS, it constitutes a key contribution to recognition of academic qualifications and, given adequate resources, has both the expertise and the potential for considerable further development.

### NARIC publications

The following publications of the NARIC Network may be obtained on request from the ERASMUS Bureau: *The European Community Network of National Academic Recognition Information Centres* (3rd edition, 1990; all nine EC official languages); *Academic Recognition of Higher Education Entrance, Intermediate and Final Qualifications in the European Community - Multilateral and Bilateral Conventions, Unilateral Decisions* (all nine EC official languages); *Higher Education in the European Community: Academic Recognition of Higher Education Qualifications in EC Member States* (preparation of second edition in hand). □

## Universities in New German Länder join ERASMUS

**F**ROM the 1991/92 academic year, all higher education institutions in the five new Länder (FNL) in the territory of the former German Democratic Republic are eligible for support under ERASMUS and LINGUA (Action II). When Germany was reunified on October 3rd 1990, the immediate statistical impact on higher education was to increase by 25% the number of eligible institutions in the Federal Republic, from around 200 to 250. Their total staff strength increased by some 30,000 and the student population rose from 1.6 million to almost 1.75 million. These figures are likely to evolve rapidly as higher education in the FNL is restructured, with unofficial forecasts already putting the total German student population as high as two million by the end of the century.

In the event, the path to the FNL institutions, their staff and students joining ERASMUS has been smoothed through the provision, in 1990/91, of grants under TEMPUS, giving the region a first taste of similar types of cooperation backed by EC support. In October 1990, the ERASMUS Bureau and the German Academic Exchange Service (DAAD) undertook a broad

information campaign of visits to all major higher education centres in the FNL to inform university staff about how ERASMUS boosts EC inter-university cooperation.

Because of the swift political developments in the FNL region, universities there had barely enough time to prepare applications for participation in ERASMUS in 1991/92. The normal deadline of October 31st (1990) was therefore extended to November 30th, in the case of ICP applications coordinated by these institutions.

In the first year of eligibility, there were 43 ICP applications for 1991/92 **coordinated** by institutions in the FNL, and no less than 116 applications (coordinated by institutions from other Member States) in which FNL **institutional involvement** was expected. Of the former, 33 applications were successful and, of the latter, 97. The main ICP subject areas in which FNL institutions are participating in 1991/92 are languages, business studies, engineering and social sciences.

To date (May 1991) 17 applications for FNL Study Visits to one or more

EC Member States have been received, of which 13 are being awarded a grant (1991/92 first round selection only). All seven first-round applications from institutions in other member states to visit the FNL were successful. The Visits scheme is expected to be especially useful in familiarising FNL university staff with ERASMUS in the early stages of their participation. □

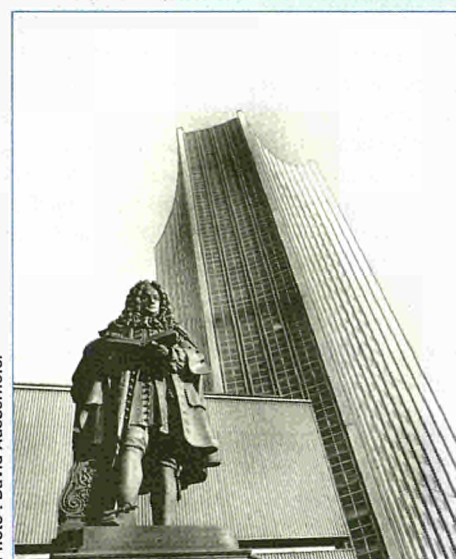


Photo : David Ausserhofer

*The statue of Leibniz mounts the guard at the University of Leipzig ... where the door is now open to ERASMUS. The University is involved in over 40 ICPs in the 1991/92 academic year.*

## UPDATE on other Task Force Programmes

### COMETT 91 ... a 97% success story!

In 1991, its fifth consecutive year, COMETT, the Community Programme for Education and Training in Technology is again riding high! This year, however, only "University/Enterprise Training Partnerships" (UETPs) were able to submit new projects for COMETT support. Of the 158 consortia currently set up and funded within the EC and the six EFTA countries, 153 submitted at least one project to give a 97% participation rate, a figure which speaks for itself. The total number of projects submitted was 414 amounting to requests for ECU 73 million in all.

This year, there is once again a very high demand within the UETPs for student placement in foreign industry. Out of the 414 projects submitted, 140 sought placements for almost 15,000 students. As compared with COMETT I, during which there were around 1500 placements each year, demand in 1991 is ten times higher! In 1991, 392 projects have been selected in all. Among them, 139 involved transnational placements for 5083 students, while 54 others will entail exchanges for 119 industrial or university staff. A further 130 will develop 724

short-term training courses in Europe, and yet a further 69 will enable preparatory visits. These 392 projects will share a total ECU 21 million. To that sum should be added a further ECU 25 million which are financing those projects accepted in 1990, but lasting longer than that year alone. In all, therefore, COMETT will provide no less than ECU 46 million in 1991 for training in the new technologies!





## TEMPUS ... a sound start!



TEMPUS, the EC Trans-European Mobility Scheme for University Studies was launched in 1990 as a five-year programme, with an initial three-year pilot phase. A part of the PHARE operation, TEMPUS aims to promote the quality and development of the national higher education systems of Central and Eastern Europe which are designated as eligible for economic aid, by encouraging their growing interaction with EC partners.

The total ECU 25 million budget for 1990 was broken down among the countries eligible for support as follows: Poland/Hungary, ECU 20 million; Czechoslovakia, ECU 4 million; the (former) German Democratic Republic, ECU 1 million. For 1990, ECU 16.51 million were

awarded to 153 Joint European Projects (JEPs) involving the participation of at least one university from an eligible country and partner organisations, of which one had to be a university, in at least two EC Member States (Action 1). This amounted to an average of 107,908 ECU per JEP, the aim being to give sufficient support, within the available budget, to a relatively small number of projects (11.4% of applications) for them to carry out their proposed activities.

Under Action 2, more than 700 Polish, Hungarian and Czech students and 500 teachers have spent study or teaching periods in EC Member States in the 1990/91 academic year, thanks to a total individual grants hand-out of ECU 5,223,812. A further 315 EC staff members

and 35 students received ECU 416,178 in grants to study or teach in the eligible countries in the same period. Around ECU 1 million were earmarked for complementary measures in 1990/91 (Action 3), including 40 projects relating to the activities of associations of universities, and to publications, studies and surveys.

In 1991/92, support may be granted for cooperation activities with Bulgaria, Romania and Yugoslavia, as well as Poland, Hungary and Czechoslovakia. Further details on the support awarded for that year, unannounced at the time of writing, are available from the EC TEMPUS Office, Rue Montoyer 14, B-1040 Brussels. Tel., (32)(2) 504.07.11; Fax, (32)(2) 504.



## LINGUA into Action in Earnest



The EC LINGUA Programme was launched on January 1st 1990. The main aim is to diversify linguistic skills within the EC through more and better quality foreign language teaching. The 11 languages concerned, but *only* when taught as foreign languages, are the nine EC official languages - Spanish, Danish, Dutch, English, French, German, Greek, Italian, and Portuguese - plus Irish and Letzeburgesch which have the status of national languages. Thus besides promoting *more language teaching*, LINGUA will also try to boost greater proficiency in *more languages*, especially "the least widely used and the least taught". The principal means for achieving these aims are the mobility of persons, individual and institutional exchange, transnational partnerships and linguistic diversification.

Action II of the Programme concerning the teaching of foreign languages in higher education has been operational from the 1990-91 academic year, and is run within the same administrative framework as ERASMUS.

However, LINGUA comprises five Actions in all, and the other four are now getting well and truly into gear. Because it targets significantly more "clientèle" sectors than ERASMUS, COMETT or TEMPUS, LINGUA

has required a substantial preparatory phase prior to its implementation on all fronts.

Activities for these four Actions are to centre on promoting the continuing education and mobility of foreign language teachers (Action Ia and Ib), improving linguistic training and proficiency of staff in small and medium-size firms, through the drawing up of broad frames of reference for qualifications, and the analysis of linguistic needs and the development of courses and teaching aids for different professional sectors (Action III), supporting exchanges of young people undergoing professional, vocational or technical education (Action IV), and developing general material for the teaching and learning of the lesser taught languages, as well as supporting associations and other bodies working for the general aims of LINGUA (Action V).

In its implementation of LINGUA, the Commission acts on the advice of a LINGUA Committee (two representatives per Member State), and is assisted by a LINGUA Bureau. One or more national agencies will also be responsible for coordinating its administration at Member State level and running, with Commission supervision, the decentralised Actions of the Programme (Actions Ia and IV).

No less than 310 applications have now been received for support for activities within its more centralised Actions (Actions Ib, III and V). They include the initial series of European Cooperation Programmes for the development and promotion of training schemes for language teachers, and the first projects concerning "linguistic audit", certification, and the development and production of teaching aids. As a whole, these applications are highly satisfactory in terms of their quality, variety and geographical balance with all Member States represented. So too is the first feedback from the national agencies regarding the decentralised Actions.

From only ECU 6 million in 1990, the LINGUA budget almost quadrupled, to ECU 23 million in 1991. It is to be hoped that it will keep step with the considerable interest and demand which LINGUA already seems likely to generate in the years ahead.

Addresses and telephone numbers of LINGUA National Agencies for Actions I, III, IV and V are available from the LINGUA Bureau, Rue du Commerce 10, B-1040 Brussels. Tel., (32)(2) 511.42.18; Fax, (32)(2) 511.43.76.

# MONITORING ERASMUS

## An Ongoing Commitment

When ERASMUS took off in 1987, the EC assumed a statutory obligation not only to administer it, but also to assess its effectiveness with a view to improvements. Among the requirements are regular reports to the European Parliament, the Council and the Advisory Committee on Vocational Training, the first of which was completed by December 1989. Here we look back at evaluation over the past four years, then forward to fresh developments already afoot.

### Evaluation to Date

Until now, evaluation of ERASMUS has mainly involved regular two-way communication, via reports and meetings, with ICP and ECTS coordinators and students, as well as national representatives; several independent studies on what are perceived as ERASMUS problem areas; and ongoing expertise offered to the Commission by the ERASMUS Advisory Committee. Collectively, this analysis has produced numerous recommendations for the short-, medium- and longer-term management of ERASMUS. The crucial need for such evaluation measures was further confirmed in the Phase Two Council Decision (December 14th 1989) which itself took account of several findings concerning administration of the Programme in its first three years (Phase One).

Accurate and comprehensive data are essential to evaluation. The Commission has awarded a contract to the Wissenschaftliches Zentrum für Berufs- und Hochschulforschung (Centre for Research on Higher Education and Work) at the Gesamthochschule Kassel, to develop and maintain a statistical databank on ICPs and ERASMUS student participants. The centre has also performed a representative sample survey of 3200 ERASMUS students who went abroad in 1988/89. The results of this study, entitled *Learning in Europe: the ERASMUS experience*, are being published in 1991 (Jessica Kingsley, London). Work at Kassel is continuing with large scale biennial surveys based on interviews with ERASMUS students and ICP project directors, and annual processing of statistical data on the yearly participation of students in ERASMUS, the results of which are published annually.

Considerable feed-back on ERASMUS activity is also contained in the annual reports submitted by ICP project directors, analysis of which helps to highlight serious problem areas and underpin recommendations as to possible changes. A prime example has been the firmly expressed preference for multi-annual ICP funding, to facilitate longer-term planning of ICPs. The Commission has thus introduced a pluri-annual funding model from the 1991/92 academic year, which is likely to do greater justice to both the organisational requirements of ICPs and the students taking part in them. Project directors' recommendations for a simplified reporting procedure have also been adopted.

Seminars and meetings with students (Gent, 1989, and Louvain-la-Neuve, 1990) and ICP project directors (Alden-Biesen, 1989, and Brussels, 1990) from all Member States have been organised to discuss experience and problems. In July 1990, the Com-

mission also met with representatives of 19 student associations active at European level to reflect upon their possible role within ERASMUS. Crucially important feedback at national level is obtained from the bilateral discussions on the development of ERASMUS between Commission representatives, and the national representatives on the ERASMUS Advisory Committee, NGAA representatives and other Member State officials. The first bilateral meetings of this kind took place in 1989, and a fresh round was completed in July 1991.

As regards external studies on specific problems, 14 have been prepared so far. Some cover general issues, like academic recognition, language, academic and cultural preparation, and accommodation of ERASMUS students, while others focus on cooperation in specific academic fields, like medicine, teacher education, and the fine and performing arts. Yet another group of



Helping to evaluate ERASMUS: (Left to Right) Friedhelm Maiworm, Kristin Gagelmann, Ulrich Teichler and Wolfgang Steube of the Wissenschaftliches Zentrum für Berufs- und Hochschulforschung at the Gesamthochschule Kassel.

publications contributing to evaluation are the official Commission reports on the development of ERASMUS. Besides regular annual reports, they include the *Report on the Experience Acquired in the Application of the ERASMUS Programme 1987-1989*. This was the first formal general statement on the progress of ERASMUS submitted to the European Parliament and Council in 1989, in line with the provisions of the 1987 Decision. For further information on the availability of all these documents, contact the ERASMUS Bureau.

### A New Phase

Evaluation of ERASMUS takes a major new turn from mid-1991 with a thorough examination of the management structures developed, at all levels, for running the Programme, as well as its basic conceptual design. In line with EC statutory procedures, the Commission has issued an open call for tender from an outside "organization or organizations" interested in performing this part of evaluation. The purpose is to find out if, and how, the capacity of ERASMUS to achieve its formal aims can be enhanced, and whether the specific initiatives funded by it should now develop still further any identifiable "European dimension" or "added value elements". The evaluating body will make recommendations to the Commission, the Member States and higher education institutions, on the basis of its findings.

The operation is being performed in two parts. The first, from July 1st 1991 to January 31st 1992, is concentrating on the effectiveness of the management and coordination, structures and procedures for administering ERASMUS from Brussels, and in the Member States and universities. The work of the Commission, the ERASMUS Bureau, the NGAs and the interaction between them will all be considered during this period. Among the topics expected for scrutiny are policy-making and consultation procedures, information strategy, selection and funding of projects, financial management and grants transmission procedures, and interplay between central authorities of higher education institutions and their faculties or departments involved in ERASMUS

projects. The second part, from February 1st 1992 to January 31st 1993, will look far more closely at the overall effectiveness of ERASMUS, and especially at whether improvements in the structure of the Programme may facilitate the achievement of its aims.

Separate reports will be produced on completion of both parts of the project which will be rounded off by a synthesis report combining the two sets of conclusions and recommendations, and taking account of any significant developments to have occurred in the meantime. This final report must be submitted to the Commission by January 31st 1993. The organisation selected for the project (see the "Editorial", p. 1) is expected to take account of findings to date and to liaise closely with bodies carrying out other evaluation activities. □



*Started by the Commission in 1989, a series of evaluation site visits to universities taking part in ERASMUS has been continuing recently with visits to institutions in Denmark, Ireland, the Netherlands, France, Belgium, Germany and Spain, including the University of Barcelona (above). Delegations have invariably included an international expert, a national expert for the country visited and an ERASMUS Bureau staff member. The visits help Brussels keep up-to-date with the daily realities of ERASMUS cooperation, to see first-hand the administrative arrangements adopted by institutions for their ICP or ECTS activity, and to assess the potential impact of study abroad on students. This informal two-way exchange of information is covering a representative sample of institutions throughout the EC, including those keen to step up their capacity for cooperation, as well as those in which ERASMUS is firmly consolidated.*

### DIARY

The following events are likely to be of interest to many of our readers:

**16-20 September 1991: First European Citizens' Week**, Economic and Social Committee, rue Ravenstein 2, B-1000 Brussels. **Further information:** ECAS, 98 rue du Trône, Bte.8, B-1050 Brussels, Tel.:(32)-2-5129360. Fax: (32)-2-5126673.

**3-4 October 1991: European University-Industry Forum**, Hannover, Federal Republic of Germany. **Further information:** Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities (CRE), 10 rue du Conseil Général, CH-1211 Genève 4. Tel.:(41)-22-292644. Fax:(41)-22-292821.

**8-11 October 1991: Conference: "Universities and Public Relations - a European Comparison"**, Technische Universität Berlin. **Further information:** Frau Dr. Kristina Zerges, Technische Universität Berlin, Presse und Informationsreferat, Straße des 17. Juni, 135, D-1000 Berlin 12. Tel.(30) 314 22919. Fax (30) 314 23909.

**13-15 November 1991: EC Conference**, Hotel Krasnapolsky, Amsterdam. **Theme: Towards new models of university-industry cooperation: the example of COMETT.** **Further information:** M. V. Piket, COMETT Information Centre NL, PO Box 90734, NL - 2509 LS The Hague. Tél.:(31)-70-3510569. Fax: (31)-70-3510513.

**21-23 November 1991: 1st International Congress**, Université Catholique de Louvain, Brussels. **Theme: Memory and Memorization in Acquiring and Learning Languages.** **Further information:** Thierry Stasser, Centre de Langues à Louvain-la-Neuve et en-Woluwe (C.C.L.), Passage de la Vecquée, 17, B-1200 Brussels. Tel.:(32)-2-7642293 (Mr. T. Stasser). Fax: (32)-2-7644028 (for Jacques Chapelle).

**22-23 November 1991: Symposium: "ERASMUS and Mobility in Medical Studies"**, Centre A. Borschette, Brussels. **Further information:** Joaquim Pereira, Task Force Human resources, education, training and youth, Commission of the European Communities, Rue Joseph II, 37, 1040 Brussels. Tel: (32)-2-235 03 58.

**4-7 December 1991: Conference of the European Association for International Education** (including the EAIE Information Market), Université Paul Valéry (Montpellier III). **Theme: International Education in Europe.** **Further information:** Emmy Kwant, EAIE, Van Diemenstraat 344, 1013 CR Amsterdam, The Netherlands. Tel.:(31)-20-625 27 27. Fax: (31)-20-638 61 19.

## The NUFFIC as ERASMUS NGAA

When the Netherlands Organization for International Cooperation in Higher Education (NUFFIC) was appointed as one of the first ERASMUS NGAs in 1987, it already had an impressive 35-year track record in the field of international higher education cooperation, but ERASMUS has provided it with fresh challenges. Marcel Oomen, Head of the Section for International Academic Relations at the NUFFIC, points to some of them in this recent interview with the ERASMUS Newsletter.

**Newsletter:** *The NUFFIC has a long tradition in the field of inter-university cooperation. What has it gained from ERASMUS, and what can ERASMUS learn from the NUFFIC?*

**MO:** Until recently, the NUFFIC handled international cooperation mainly with the developing countries. ERASMUS helped the NUFFIC redefine its position in the field of international cooperation. It was able to exploit its long-standing network, and its new role was easily accepted. The NUFFIC always tries to keep its financial operations simple, and sees a danger of excessive ERASMUS bureaucracy. Despite a willingness to streamline, ERASMUS involves too much red tape and might learn something from the NUFFIC approach.

**Newsletter:** *In the first years of ERASMUS, considerable under-spending of Action 2 funds took place in the Netherlands. Do you think that the system of a lump sum to higher education institutions, recently adopted by the Dutch NGAA, will ensure that this does not recur?*

**MO:** I think it probably will, although underexpenditure in the past was partly due to unrealistic estimates of numbers of "mobile" students by ICP applicants. The former NGAA mechanism of distributing grants to individual students lacked flexibility; money not used by a named student could not be allocated to another. Grants were also too low, causing many students to withdraw. For 1990/91, we have used an institutional "lump sum" system involving the average monthly grant, multiplied by the number of eligible student months per institution. We gave strict guidelines on the minimum and maximum amounts to be given per student per destination. Institutions can set their own priorities and transfer unused funds between ICPs. They can also vary the amount per student, provided they do not give less than the minimum or more than the maximum. A disadvantage is a possible loss of control by

the NGAA, given the considerable responsibility now assumed by the institutions themselves. I think this is a risk that we must take, particularly as NGAs are now examining how the most blatant differences in ERASMUS grant levels across the EC may be removed.

**Newsletter:** *The great majority of Dutch students still prefer to study abroad in Germany or the U.K. What can the NGAA do to encourage them to study more frequently in other Member States?*

**MO:** NGAs can correct imbalances of this kind in two ways. We could recommend higher grants to students bound for less popular host countries. But such a pecuniary incentive surely debases the motives for study abroad. Besides, it will not lessen the regard in which British and German institutions are held by Dutch students. I suggest, instead, a promotional strategy for the "less favoured" countries. Member States could be "marketed" at ICP meetings; returned students could promote their experience.

**Newsletter:** *The Netherlands has a well-developed system of national student grants which can also fund study abroad. Is ERASMUS compatible with this system, and are there other sources of complementary funds?*

**MO:** The NGAA assumes that all Dutch ERASMUS students benefit from the national system which provides them with a basic income and optional loans. The ERASMUS grants cover real mobility costs like travel, differences in costs of living and linguistic preparation. Other national funds to stimulate the internationalisation of higher education are not used to supplement ERASMUS grants directly but support students going abroad for practical or in-company training which ERASMUS does not cover.

**Newsletter:** *The recently-signed GENT agreement between Flanders and the Netherlands will promote cooperation and mobility in higher education in the European Dutch-speaking area. How relevant is bilat-*



Work at the ERASMUS Dutch NGAA Office with (left to right) Elvira Gazan, Ingrid van der Veer and Marcel Oomen.

Photo: Marina Danzmann

*eral cooperation in this period of Europeanisation?*

**MO:** There is no reason why the two types of cooperation should work against each other. The GENT agreement should remove all barriers to higher education cooperation between the Netherlands and Flemish-speaking Belgium. It will be followed by a similar cooperation programme with Nordrhein Westfalen in Germany. If this strategy works for us, it could work elsewhere.

**Newsletter:** *The ERASMUS participation of the non-university sector is relatively weak in the Netherlands. How can the NGAA help?*

**MO:** Although some hogescholen (colleges for professional training) have been very successful in ERASMUS, they are not as internationalised as the universities, and need more time to get organised. Also, foreign institutions do not yet know what the hogescholen have to offer. The 90 hogescholen themselves have only just recovered from an intensive period of merger and concentration, and in-company training, which ERASMUS is not primarily designed to accommodate, forms a prominent part of hogescholen curricula. Nonetheless, the ERASMUS statistics for 1991/92 suggest that the hogescholen are now making great progress.

**Newsletter:** *What does ERASMUS mean to Dutch students?*

**MO:** Despite their reputation for internationalism and language proficiency, ERASMUS has given countless Dutch students the opportunity to broaden their academic and personal horizons. Student reports emphasize the social and cultural benefits of study abroad, and my own experience suggests that these are the most lasting - and the most needed in today's world. □

## Commission Boost for the NGAAs

The ERASMUS student mobility grant allocation to each of the EC Member States is managed by National Grant-Awarding Authorities (NGAAs). Recent Commission proposals to provide a firmer foundation for their activity have been endorsed by the ERASMUS Advisory Committee, and draw heavily on the conclusions of an NGAA working party which met in Brussels in November 1990. The Commission recognizes that the NGAAs are vital partners in the management of ERASMUS and proposes:

- ⇒ A common NGAA programme of computerisation, in the interests of better financial management and exchange of information between the NGAAs and Brussels. The NGAAs need such a system to improve their allocation of student grants, and the Commission requires continuously updated NGAA information on ICP performance in time to use it in the annual selection or renewal of ICPs. The Commission is ready to meet some of the training and development costs involved;
- ⇒ Simpler and better procedures for reporting on ERASMUS student grant expenditure, and for recycling unspent amounts to other students who need grants in the same or other Member States. Individual student reports will no longer form part of the NGAA financial report to the Commission, but students will still have formally to acknowledge receipt of the grants. NGAAs will submit interim student grant allocation figures by January 31, to identify unallocated funds and allow for more accurate monitoring of student mobility.

- ⇒ NGAAs be encouraged to adopt, wherever feasible, the principle of one contract per participating institution, with some flexibility to transfer amounts between different ICPs. No student should go abroad without adequate financial support. The very different levels of complementary support to students from national, regional and private sources make it difficult to construct a totally fair and homogeneous grants system, but the Commission has established guideline study-abroad cost-of-living and travel cost indicators which NGAAs will be expected to use in setting grant levels for each student.
- ⇒ ERASMUS Bureau NGAA liaison officers should visit the NGAAs with which they work at least once a year. NGAA staff should use the study visit system to visit the ERASMUS Bureau or other NGAAs, and consider short training secondments to either. Considerable importance is attached to the sharing of good practice already developed within the NGAA network.
- ⇒ The NGAA network should be used more actively for information and monitoring and consulted more systematically, especially as regards student mobility. Initiatives might include workshops on social security and insurance policy for students, evaluation meetings of ERASMUS students, and information meetings for student counsellors and ICP project directors. □

## ERASMUS Student Self-Help Flourishes

There are so many enterprising information initiatives now springing up in universities and colleges throughout the EC to prepare ERASMUS students for their stay abroad that it is a little unfair to single out any for special mention. But among those sent to Brussels in response to a recent call, it is hard not to notice the series of booklets prepared at the University of Limerick in Ireland. Each details the problems likely to be faced by students bound for one of the numerous ICP destinations with which Limerick is linked. And each is written in part by former ERASMUS students from Limerick who have been to them.

**T**HE presentation of the booklets is disarmingly modest. On the front cover, in a different colour for each destination, is a simple drawing of a jet with the ERASMUS logo on the fin and the name of the town described. Inside, the pages are office-printed. But it is the content that counts.

The first part of each guide has a common general section dealing with the questions of how to ensure prompt ERASMUS grant payment, provide for adequate health insurance in the foreign country, plan for extra expenditure in the first weeks of the period abroad because of requirements like housing rent deposits, and tackle the problem of finding where to live.

The second part is destination-oriented and consists of a survey by a former ERASMUS student in the town of the host institution. This section aims not only to trouble-shoot by warning students about difficulties they may encounter, but to highlight likely points of interest concerning the place visited. It deals in turn with topics like the selection of courses at the host institu-



*Voice of experience: a young enquirer (left) at the European Student Fair hears about ERASMUS from Désirée Majoor, EC ERASMUS student prizewinner and Co-founder and first President of the ESN.*

tion, the geographical layout of the institution and ease of access to it, facilities for welcoming and integrating foreign students, academic assessment procedures and norms, clubs for students, local accommodation problems, local cost of living and social, cultural and entertainment facilities.

Among the destinations covered so far are Lille, Grenoble, Clermont-Ferrand and Angers in France; Essen, Frankfurt, Kaiserslautern, Konstanz and Trier in the Federal Republic of Germany; Rotterdam and Twente in the Netherlands; Madrid and Barcelona in Spain; Liège in Belgium; and Salford in the U.K. The series is just one of several excellent examples of how former ERASMUS students are playing an active part in explaining what ERASMUS means in practice.

Another such example was in evidence at the Fourth European Student Fair, held at the Brussels Parc des Expositions on March 19-23rd, 1991. For the first time at the Fair, an annual event, ERASMUS Bureau staff on the Task Force ERASMUS stand received substantial support from a dozen members of the ESN (ERASMUS Student

Network), one of the first associations of former ERASMUS students to be formed, in Copenhagen in February 1990. The students, who were from Belgian and Dutch ESN delegations, took an active part in distributing information and explaining ERASMUS to members of the general public, many of them would-be ERASMUS students delighted to hear from doubtless the best possible source about the benefits of EC study abroad. Almost 117,000 visitors, 96% of them in the 16-25 age-group, are reported to have attended this year's Fair in which no less than 656 higher education institutions were also represented.

The ESN is not the only association of former ERASMUS students. It and many more such groups met with Commission (Task Force) representatives on July 2nd 1990. The Commission has now been invited to a second meeting called at the initiative of most of these associations, which is planned for November 13-14, 1991, in Munich. They are reported to be seeking a "common platform" among themselves to form a "coherent and continuous student partner" with which national or European institutions can work efficiently. □

### Acknowledgements

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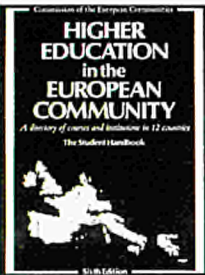


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*Higher Education in the European Community: The Student Handbook* (6th ed.) / Brigitte Mohr, Office for Official Publications of the European Communities - Kogan Page, Luxembourg - London, 1990, 19 ECU (excluding VAT).

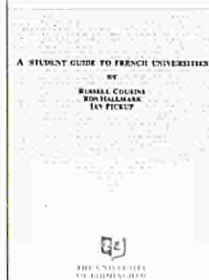
This book looks at the higher education systems throughout the community and is specifically designed to respond to the information needs of the growing numbers of ERASMUS and other students who set their sights beyond their national boundaries. First, 12 chapters, each devoted to a single country, provide information on the structure of the higher education system, the institutions and the qualifications they offer, admission requirements, applications and tuition fees, scholarships and grants, entry and residence regulations, and social aspects like health insurance and accommodation. In this edition, a new feature of the appendices which follow each chapter is a complete diagrammatic presentation of the education systems of each country. Published in all nine official EC working languages, the Handbook is on sale at the Office for Official Publications of the European Communities, or its Sales and Subscription Offices in the Member States (see inside back cover), as well as at certain booksellers.



**A STUDENT GUIDE TO FRENCH UNIVERSITIES**

*A Student Guide to French Universities* / Russel Cousins, Ron Hallmark, Ian Pickup, Birmingham Modern Languages Publications - The University of Birmingham, 1990, £ 4.95.

This Guide is aimed primarily at British modern languages undergraduates who are intending to spend a period of study residence at a French University. However, it is also likely to be useful to students of other disciplines studying in France. Much of the information given is not restricted to language courses: the nature and role of universities in France is placed in a wider context; the range of academic awards, the organisation of halls of residence and information on individual French universities are three of the more general topics treated. Chapters 1-3 outline the place which universities occupy in French higher education, examine course patterns and explain the work of the regional student accommodation and welfare offices (CROUS). Chapters 4-5 offer practical guidance on administrative and registration procedures and life in the French student community. Chapter 6 provides specific information about some 20 French universities, together with notes on the major features of the relevant town and surrounding area.



**DIRECTORY OF UNIVERSITY STUDENT GUIDANCE SERVICES IN THE EC**

*Directory of University Student Guidance Services in the EC* / J.-M. Burnet, F. Van Der Mersch-Michaux, P. Fonck - FEDORA, De Boeck Universit , 1991.

The inter-university cooperation programmes for student exchange set up by the Commission of the European Communities have become indisputably successful within a few years, reflecting the real needs of the education system at a time of great change. Given certain common trends apparent throughout the EC, it is essential that there is more exchange of information and experience between institutions of higher education in the Member States, for a better preparation of the students before their departure. This Directory, prepared by FEDORA, will enable student advisors and academic staff involved in exchange programmes to know what help exists in institutions of higher education in other countries. It describes in very general terms the system of student guidance in each Member State, and then gives details of the individual centres. These details show not only what type of help is available, but what languages are spoken and who is entitled to use the service.



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**ENGINEERING EDUCATION IN EUROPE**

*Engineering Education in Europe* / Claude Comina - SEFI, 1990.

This Guide is oriented towards tomorrow's Europe. It presents, in the first part, the initiatives by the EEC and other organizations designed to encourage collaboration in training in general and that of engineers in particular (e.g. ERASMUS, EUROPACE, COMETT, TEMPUS, etc.).

Above all, the reader will be able to get to know better the characteristics of the schools and technical universities, and discover the many possibilities for contacts and exchanges which exist.

The entries are all presented in the same way, in English or French, in order to facilitate comparison of the information.



For more information :

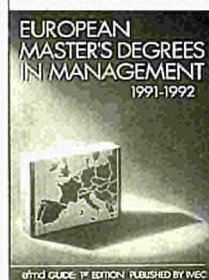
SEFI  
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B-1050 Brussels

Tel. : (32) 2-512.17.34  
Fax : (32) 2-512.32.65

**EUROPEAN MASTER'S DEGREES IN MANAGEMENT : 1991-1992**

*European Master's Degrees in Management : 1991-1992* / L. Steverink, B. Braddick - International Management Education Consultancy, 1991.

Each country in Europe has evolved educational systems which serve their own economic and social needs. As a result, structures of education throughout the continent offer a richness and diversity which make classification difficult and comparison almost pointless. This is especially true in the field of management education and development because the varied cultures of Europe reflect widely differing views. This guide has been compiled in an attempt to help potential students of postgraduate programmes (and their employers and advisors) to make sense of this bewildering array of opportunities.



The aim of the guide is to set out information in a way which makes fruitful comparisons possible. What matters most is that individuals find an institution and a programme which best suits their needs. This guide sets out to provide the objective data which will help to clarify the choice.

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