

COMMISSION OF THE EUROPEAN COMMUNITIES

SEC(92) 796 final

Brussels, 30 June 1992

ANNUAL REPORT 1991

ERASMUS PROGRAMME

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

(presented by the Commission)

ERASMUS PROGRAMME

1991

SUMMARY

1. The academic year 1991/92, the fifth year of operation and the second year of Phase 2 of the ERASMUS Programme, has again witnessed a remarkable increase in the demand for grants. The far greater numbers of students, staff members and higher education institutions taking part represent a further substantial step forward in achieving the policy objectives of the Programme, both quantitatively and qualitatively.
2. In **quantitative terms**, applications for support of Inter-university Cooperation Programmes (ICPs) in 1991/92 remained practically stable at 2,594 compared with 2,590 in 1990/91 excluding LINGUA. However the volume of activity within the ICPs increased very substantially (on average 19% more partnerships within each ICP than in the previous year). Of the **1,645 ICPs** selected for support, 1,517 included a student mobility programme (92%), 309 a teaching staff mobility programme, 121 a programme for the joint development of curricula and 101 an intensive programme (programmes can include several types of activity). The distribution of participation across all Member States continued to improve; the subject area distribution remained similar to previous years, with continuing high representation in the fields of languages, engineering, business/management and law. In overall terms, it may be said that in 1991 further significant progress was made towards achieving the objective of ensuring a **balanced development of the European University Network** across the Community.
3. **Student mobility** within the ERASMUS Programme has again increased considerably. Within the 1,517 student mobility programmes selected, the number of student grants requested rose by 42% compared with last year, and the 97 ECU mio requested for student grants within ICPs was over twice the total budget of 43.8 ECU mio available for Action 2. The number of students eligible to receive a student grant in 1991/92 within the selected ICPs (59,517) was 39% higher than in the previous year (42,617). The average duration abroad as reflected in accepted ICP applications is 7 months. The percentage of students moving solely between the Federal Republic of Germany, France and the UK has fallen very considerably in the last three years (36%, 32% and 30.5% respectively) with correspondingly increased flows involving the other Member States. The new allocation system thus had a significant impact in improving the equality of treatment of ERASMUS students across all Member States - an explicit objective of the Programme - and in enhancing systematically the position of the smaller countries and of those Member States which did not have a tradition of student mobility and inter-university cooperation prior to the adoption of ERASMUS.

Based on the data now available from the NGAAs (National Grant-Awarding Authorities), it is possible to predict the take-up rate for student mobility, i.e. the proportion of students actually mobile as opposed to the estimates available at the time of ICP selection. As a result of a certain over-estimation by the ICP coordinators at the time of application and, particularly for those Member States where little support for studying abroad is available at national level, following the policy of the NGAAs to allocate larger grants to a smaller number of students, there was on average in 1989/90 a short-fall of about 30% between the estimated numbers of mobile students at the time of ICP selection and the actual figures. Assuming this proportion to remain the same in 1991/92, **40,000 students should actually be mobile within the framework of ERASMUS**. In the years to come the implementation of a pluriannual funding perspective should make it possible to obtain a better correspondance between estimated figures and actual figures thanks to closer monitoring of the ICPs.

4. The number of selected programmes for **teaching staff mobility** went up from 277 in 1990/91 to 341 in 1991/92, thus extending the benefits of European cooperation to a greater number of the students who are not able to take part in exchanges. A total of 3,616 teachers are due to participate.
5. 1991/92 was the third operational year within the six-year pilot phase of the **European Community Course Credit Transfer System (ECTS)**, involving 81 higher education institutions and 3 consortia in five subject areas (business administration, history, medicine, chemistry and mechanical engineering). The central objective of the Pilot Scheme is to develop credit transfer as an effective currency of academic recognition by providing universities admitting students from other Member States with a straightforward and reliable means of assessing such students' previous performance in order to insert them at appropriate points in the host institution's array of courses, regardless of whether or not an integrated exchange programme exists in the areas

concerned. 950 students are participating in the 1991/2 academic year, compared with 810 in the previous year. With few exceptions, the procedures for allocating credit points to the various kinds of courses offered by the participating institutions have functioned well. During 1991 ECTS was extended across the EC by another 39 institutions within the original subject areas, and procedures were commenced for the selection of institutions from EFTA countries.

6. Action 4 of the ERASMUS Programme (complementary measures) continued to provide support to **associations or consortia of universities**, and for the preparation of **publications** designed to enhance awareness of study and teaching opportunities in the different Member States or to draw attention to important developments and innovative models for university cooperation throughout the European Community. Of the 137 applications received 41 were selected for financial support. Three **special initiatives**, in favour respectively of the introduction of a European dimension into teacher training courses, the stimulation of teaching staff mobility towards the Five New Länder and a conference on mobility in medical studies were launched in 1991. Many of the associations receiving support have been created as a result of the Programme. They are a fertile ground for debate and initiatives in the field of inter-university cooperation, and provide at small cost an important contribution to creating the climate within which ICPs and student mobility can develop.
7. Following the unification of Germany, special measures were taken in order to encourage the participation of the **Five New Länder (FNL)** to the Programme. A complementary budget of 3,7 Mio ECU was made available to support the participation of FNL institutions in the ERASMUS programme.
8. **Information activities** continued to be a priority for ERASMUS throughout 1991. Particularly indicative of the impact of the Programme are the increased success of ERASMUS publications and other information products, such as the ERASMUS Newsletter (significant increase in paying subscribers) and the Directory of ICPs, and the echo the Programme is finding in the media.
9. The negotiations commenced during 1990 on the extension of the ERASMUS Programme to the countries of the **European Free Trade Association** came to a successful conclusion in 1991 so that the extension of the Programme to the EFTA countries will become effective for the academic year 1992/3. The Commission undertook extensive information measures in favour of the EFTA countries.
10. Considerable emphasis continued to be placed on the **evaluation and monitoring** of the Programme's progress. In particular, a contractant was selected through a call for tender for carrying out the evaluation of phase II of the Programme. The evaluation report, due to be finalised at the end of 1992, will examine the administrative structures and procedures of the Programme as well as its overall impact on Higher Education in the EC.

As the results provided by constant and thorough monitoring and evaluation of the Programme begin to be known and analysed by the Commission, it becomes increasingly clear that ERASMUS is developing a **major impact on Higher Education institutions** throughout the EC. The first major survey conducted on a sample of some 3,000 students who had taken part in the Programme in 1988/89 indicated a remarkably high degree of satisfaction on their part, both at academic and cultural level. Together with other indicators, it not only clearly demonstrated the achievements of the Programme in enhancing the quality of teaching and allowing crucial new developments to take place in the field of academic recognition, but also revealed the main problems that are likely to affect the future of student mobility, namely a shortage of accommodation in most Member States and a number of structural factors affecting in particular the non-university sector of Higher Education.

11. At national level, measures were again taken to complement ERASMUS grants by nearly all Member States, either in the shape of national and/or regional schemes related to ERASMUS or to support study abroad more generally.

ERASMUS has encouraged most Member States to take appropriate measures in order to boost

inter-university cooperation or dismantle the legal or regulatory obstacles that still stood in its way. Thus considerable amounts of money have been allocated to the programmes aiming to facilitate the internationalisation of the higher education sector (Notably in the Netherlands, Denmark, and Italy).

12. **At institutional level**, the synergy created around the Programme has led to a greatly increasing development, within the institutions, of **central external relations units**, responsible for all aspects of international cooperation, including ERASMUS. Thus the international links of participating institutions are now firmly tied to the institutions' own development policy rather than being simply the unplanned result of individual initiative at departmental level. The Commission assisted by the ERASMUS Advisory Committee (EAC) will examine the feasibility of devolving more responsibility for ICP management to the institutions, whilst ensuring that the outstanding commitment shown by individual ICP coordinators in initiating and implementing their activities is not in any way discouraged.
13. Improvement of the quality of the education and training provided by the universities becomes perceptible. The combined actions of the Programme result in a better reciprocal knowledge of Member States education systems and a cross-fertilisation of teaching methods and curricula.

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

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ANNUAL REPORT

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I. INTRODUCTION AND GENERAL CONTEXT

1. The present report relates specifically to the implementation of the ERASMUS Programme in the academic year 1991/92, its fifth year of operation, as well as reviewing the general development of the Programme during the calendar year 1991. It has been prepared in accordance with Article 6 of the Council Decision of 15 June 1987 establishing the ERASMUS Programme, as amended by the Council Decision of 14 December 1989 (cf. Annual Report for 1989, Paragraph 36). The academic year 1991/2 is the second of the five years which comprise Phase II of the Programme. However, except for the revision of the parameters governing the distribution of Action II budget between the Member States, the structural modifications introduced by the Council Decision only came into effect in 1991. The main modification is the introduction of a pluriannual funding perspective for Inter-university Cooperation Programmes (ICPs), which it is hoped will help secure an even greater commitment to the Programme from the participating institutions and facilitate the planning of their activities.
2. In the academic year 1991/2 the ERASMUS Programme has again been characterized by a further remarkable increase in the demand for grants, on the part of higher education institutions, teachers and students. Although the number of applications for ICPs rose only marginally, there was a substantial development of the activities carried out within the ICPs, as witnessed by a 19% increase in the number of institutional participations contained in ICP applications. In parallel, the demand for student grants (excluding Lingua Action II) rose by no less than 42% compared with the previous year and the demand for teaching staff mobility grants rose by 8% (as measured by the number of ICP applications received). The budget for the Programme also increased from 60.6 ECU mio to 70 ECU mio and another 3,7 ECU mio were added in order to encourage inter-university cooperation with the Five New German Länder (FNL). An important matter for debate will be the effect of the quasi-pluriannuality of funding in terms of balance between renewal and new ICPs. The ERASMUS Advisory Committee (EAC) advice on this point was that while the possibility for new ICPs to develop should be ensured, especially in regions or subject areas less represented so far within the Programme, consolidation of the ICP network should be the watchword for the period ahead.

Based on the data now available from the NGAA's (National Grant-Awarding Authorities), one can now predict with a greater degree of certainty what number of students will actually be mobile, as compared to the estimates obtained at the time of the ICP selection. The most recent figures available are for the academic year 1989/90. They show a take-up rate of about 70% on the estimated number of students and a small short-fall of 3% on the number of selected ICPs. Anticipating comparable figures for 1991/92 it may be said that in overall terms the 1991/2 academic year, with its greatly enhanced numbers of students, staff members and higher education institutions participating, represents a further substantial step towards achieving the policy objectives of the Programme, and in particular the Commission's stated objective of boosting the proportion of students who spend a period of study in another Member State to around 10% of the student population.
3. The opening of the ERASMUS Programme to EFTA countries, decided by the Council on 28 October 1991, will come into effect for the academic year 1992/93 and will obviously affect the evolution of the Programme, both quantitatively and qualitatively. The Commission has taken great care both in conducting the negotiations with the EFTA countries and in implementing the preparatory measures for EFTA participation to ensure that the effects of EFTA accession will be of a positive nature and that the Community interests will be entirely safeguarded.
4. 1991 also witnessed important developments within the ECTS (European Community Course Credit Transfer System) pilot scheme, soon to be extended to embrace a total of about 150 EC and EFTA institutions. Through this extension the Commission intends to further test the efficacy of the scheme in developing credit transfer mechanisms on a larger scale. It is hoped that it will pave the way for an even wider dissemination of the system thus tested in the years to come.
5. In a wider perspective 1991 was a key year for the development of EC involvement in the field of education. An agreement was reached at the Maastricht summit for the inclusion in the treaty on

political union of a new article covering education and a revision of the article on vocational training. The Commission also published an important Memorandum on Higher Education in the EC which will form the basis of a broad debate at Member State level. The wealth of experience accumulated within the ERASMUS Programme will provide significant input into the discussions and ERASMUS itself figures prominently in the Memorandum as one of the instruments for delivering the intensified Community thrust in the Higher Education field.

6. The present report will discuss in detail the development of the Programme during the year in question. In doing so, it will concentrate primarily on the specific Actions undertaken to implement the Programme, as provided for in the Council Decision. At the same time, however, it will make reference to the ongoing monitoring and evaluation of ERASMUS, to which the Commission continues to attach the utmost importance.
7. All statistics on grants to Inter-university Cooperation Programmes (ICPs) for the academic year 1991/92 refer to applications approved in April/May 1991 at the culmination of the main evaluation round in order to provide a consistent point of comparison with other years. However, it also was possible to make a number of supplementary grant awards in December 1991 due mainly to the availability of grant monies re-committed from the previous years. Reference to these awards is made at the appropriate points in the present report.

II. REPORT ON ERASMUS ACTIVITIES IN 1991

Main areas of activity

8. In 1991 action was concentrated on the following areas of activity:
 - the implementation of ERASMUS Programme operations for the academic year 1991/92, in particular the selection of Inter-university Cooperation Programmes (ICPs), Study and Teaching Visits and Action 4 projects for support during this period and the third year of the pilot phase of the European Community Course Credit Transfer System (ECTS);
 - monitoring and evaluation activities designed to ensure the continuous improvement of the Programme's design and impact;
 - the continuation of efforts undertaken to inform the academic community and national authorities about the Programme, concentrating on particular Member States and disciplines;
 - the consolidation of the organisational and consultative infrastructure for the Programme;
 - full operational integration of the Five New Länder (FNL) of the Federal Republic of Germany into the Programme, and implementation of a number of specific supporting measures in this regard;
 - measures to prepare for the incorporation within the Programme of the higher education institutions situated in the EFTA countries, prior to and following the ratification of the EC/EFTA agreements on the opening of the Programme to EFTA countries;
 - steps to ensure appropriate coordination between ERASMUS and other Community programmes, notably COMETT, LINGUA and the TEMPUS scheme for cooperation with the countries of Central and Eastern Europe.

The total budget available amounted to 73.7 ECU mio.

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

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

Action 1:

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

9. In order to increase student mobility, universities of different Member States are encouraged to establish Inter-university Cooperation Programmes (ICPs) comprising one or more of the following :
 - student mobility programmes (SM);
 - teaching staff mobility programmes (TS);
 - joint development of new curricula (CD);
 - intensive programmes (IP).
10. **Student mobility programmes** of substantial duration which satisfy the criterion of full recognition of a period of training abroad regardless of field and level of study (up to and including the Ph.D., doctorate or equivalent), are eligible for financial support to cover the costs of the development and operation of the Programme, expenditure relating to the preparation and translation of documents and teaching material, information to students prior to departure, linguistic preparation prior to departure and after arrival, expenditure for making information about the Programme more widely available and other expenditure directly related to the Programme such as institutional self-evaluation.
11. **Staff mobility programmes** providing an opportunity for the teaching staff of one university to teach in a partner university in order to make a substantial contribution to the latter's regular teaching programme are eligible for support to cover the costs of the development and operation of the Programme, the mobility costs of teaching staff, and (under certain circumstances) the costs of replacing teaching staff absent for three months or longer.
12. **Joint development of new curricula:** universities seeking to work out jointly a substantial new curriculum or curriculum component, with a view to its implementation or incorporation in all the partner institutions taking part, are eligible for support. Preference is given to projects which clearly contribute to academic recognition, make innovative use of multi-media techniques or distance teaching, as well as to those aimed at building the European dimension into the content of courses.

Support is provided to offset travel and subsistence costs of teaching or administrative staff involved in meetings necessary to the organisation and content of courses and those of producing, translating and circulating the necessary documents.

- 13 Support for **intensive programmes** is available for universities jointly organizing short intensive full-time teaching programmes bringing together students and teaching staff from several countries of the European Community. Preference is given to programmes which are genuinely "multinational" in terms of participation, which focus on a specific theme not normally available at any one of the participating universities alone, and which contribute to the dissemination of knowledge in rapidly evolving or new areas.
- Support may be used to cover travel and subsistence costs for planning meetings, expenses incurred in producing, translating and circulating information and teaching material, and travel and subsistence for teaching staff and students who have to go from one Member State to another to attend the course.
14. The total number of ICP applications in 1991/92 (excluding LINGUA) was **2,594** compared with 2590 in 1990/91 (+ 0.2%). The 104.4 ECU mio requested by universities represented over six times the amount available for ICPs under Action 1 (17.1 ECU mio).

Table I

ICP Applications received 1990/91 and 1991/92

Type of Activity	1990/91		1991/92		Increase/Decrease	
	Number	%	Number	%	Number	%
Student Mobility (SM)	2 239	86	2 289	88	50	+2
Staff Mobility (TS)	908	35	1 024	39.5	116	+13
Curriculum Dev. (CD)	489	19	435	17	-54	-11
Intensive Prog. (IP)	539	21	569	22	+30	+6

Note : Each application can contain one or more different types of activity.

The above overview shows that the increase in the number of ICP programmes was modest. However it does not reflect the overall evolution of the applications. If we look at the institutional participation in all ICP applications we can observe an increase of 19% (from 10,386 in 1990/91 to 12,344 in 1991/92). On the same basis, the numbers of institutions applying have increased by 10%. 1,215 EC higher education institutions are mentioned in 1991/92 ICP applications. This figure includes a substantial number of institutions which did not have access to interinstitutional cooperation prior to the existence of ERASMUS, especially those belonging to the non-university sector. Furthermore, if we look at the number of eligible students in 1991/92 SM applications we observe an increase of no less than 42% compared to 1990/91 (from 50,789 to 72,101). Finally the total number of eligible student months increased by a remarkable 50% in relation with 1990/91 SM applications (from 333,196 to 498,926), not taking into account the applications from individual students moving to another EC country within ERASMUS but outside the framework of ICPs ("free movers"), these adding an estimated 2.5% to the total.

These indicators show that despite the relative stability in the number of applications, there is a sharp increase in the volume of activity within individual applications (enlargement of networks, increase in number of students involved in each network, and longer duration of study periods abroad).

The pattern of distribution across the 12 Member States did not differ markedly from the previous year (cf. Annex, Table 1). The most important change concerns the impact of German unification, which brought the Five New Länder (FNL) into the Programme. In order to facilitate the integration of the FNL a complementary budget of ECU 291,200 was awarded as supplementary grants to ERASMUS ICPs coordinated by institutions located in the FNL (33 accepted ICPs out of 43 applications) or

involving institutions in the FNL (97 accepted ICPs out of 116 applications, in other words a success rate of 84%). Following unification, the applications coordinated by Germany increased by 14%. On the other hand, the number of applications coordinated by institutions in Italy (-13%), Ireland (-11%) and Denmark (-9%) fell significantly.

To have a clear picture of the trends, however, the absolute number of applications submitted by **coordinating institutions** in each Member State should be set against the indicators relating to the latter's **participation in all applications** (cf. Annex, Table 2). The most significant increases were in the participation rates of Portugal (+ 38%), Greece(+ 30 %) and Germany (+ 27%). All other countries, including those which coordinated fewer applications, increased their involvement in ICP applications, though the increases for the Netherlands (12%), Belgium (13%) and Denmark (15%) were modest by comparison with the average increase (19%).

Thus, though there were no really dramatic shifts in Member State participation rates, there was nonetheless considerable evidence of increased involvement of the southern Member States in the Community.

In terms of applications per academic discipline, there was a marked decrease in the field of languages/literature, due partly to the increased possibilities for funding under the LINGUA Programme (cf. infra, para. 44) and to some extent also to a reclassification of certain applications into the related field of humanities. Applications in engineering have also decreased, while humanities, social sciences, mathematics and education increased their participation (cf. Annex, Table 3). The Commission will continue to monitor particularly carefully the participation rate of all subjects which are underrepresented compared with their percentage of the overall student population, and will take appropriate measures to encourage their greater participation in the Programme (see infra, para 27, for measures in the field of teacher training and medicine).

ICPs selected in 1991/92

15.

According to the Council Decision of 14 December 1989 adopting the second phase of the ERASMUS Programme, the academic year 1991/92 marked the beginning of the pluriannual funding perspective for ICPs. It means that most of the ICPs funded that year will benefit from simplified renewal procedures and will have a moral commitment from the Commission for three years of funding, subject to satisfactory reports. 91% of all ICPs funded in 1991/92 will enjoy these new facilities (the remaining 9% being either programmes in which the coordinator did not apply for pluriannual funding, or ones to which the Commission did not feel it appropriate to give a moral commitment for the following two years).

Applications received were referred to three Academic Advisory Groups, which play an important part in the arrangements for quality control in the selection process. The Groups' views were carefully noted by the Commission, which decided to distribute the support available among **1,645** ICPs (excluding 149 LINGUA-funded ICPs), **1,517** of which included a student mobility programme (92%), **309** a teaching staff mobility programme, **121** a programme for the joint development of curricula and **101** an intensive programme. In December 1991, 40 additional grants were awarded to ICPs, either to fund new actions within already approved programmes or to fund new programmes from the reserve list.

The overall acceptance rate of 63% in 1991/92 remained more or less unchanged compared with 1990/91 (64%). However, the following table indicates that the acceptance rate was especially increased in the case of applications for curriculum development, while student mobility and principally intensive programmes success rates decreased.

Table II

**Rates for Approval for ICPs according
to type of activity, 1990/91 and 1991/92 (in %)**

Type of activity	1990/91	1991/92
Student Mobility	68	66
Staff Mobility	30	30
Curriculum Development	20	28
Intensive Programme	21	18
Total	64	63

Successful applicants for ICPs were awarded 27% of the amounts they requested in their applications, against 37.5% in 1990/1991. There was some variation by type of activity; the amount awarded compared to the amount requested was:

- 23.7% for student mobility programmes;
- 37% for teaching staff mobility programmes;
- 40.8% for curriculum development;
- 36% for intensive programmes.

The average grant per ICP increased by 15% to ECU 10,365 in 1991/92. However, as the number of partners per ICP application also increased (from 3.77 to 4.95), the unit grant per participating institution decreased compared with last year to ECU 2,096 (-4%). These figures need to be seen in the context of the theoretical maximum of ECU 25,000 per institution per ICP foreseen in the Council Decision on ERASMUS, a figure which, according to the data available to the Commission, reflects quite accurately the actual resources needed by the universities. Although it is difficult to calculate precisely the complementary funding provided by the universities in order to carry out their planned activities, there is no doubt that it is quite substantial, both in terms of staff time and direct expenditures.

The table on institutional partnership in accepted 1991/92 ICPs (Annex, Table 4) shows a clear distribution pattern between the different Member States. Together, the three most active of the "largest countries" (UK, F, and D) represent more than 50% of all partners in accepted ICPs, while "small countries" (DK, G, IRL and P) range between 3% and 4% of the participation. However, this distribution is slightly better balanced than the corresponding Member State ratio for coordinating institutions. The remaining countries (I, E, NL and B) have an institutional participation which varies from 6% to 11%.

The distribution of subject areas after selection (see Table 6) reflects the care taken by the Commission in promoting adequate balance between them. Thus, for example, the selection rate was slightly harder for ICPs in the field of business and engineering, while agriculture and medical sciences were encouraged as far as possible.

Student Mobility (SM)

The balanced distribution of student flows by destination continues to improve, and over 16% of all students in accepted ICPs in 1991/92 intend to study abroad in the five smallest Member States besides Luxembourg (B, DK, G, IRL, P) compared to 15% in 1990/91. The UK (22%), France (20%)

and Germany (hosting 15% of all ERASMUS students) continue to be by far the most requested destinations, but to a less marked extent than previously (their combined figure of 57% in 1991/92 compares with 59% in 1990/91). The National Grant Awarding Authorities (NGAAs) were requested to develop grant strategies to encourage student flows to under-represented host countries to complement selection and information measures already undertaken to ensure a more balanced participation of all Member States in student mobility and Inter-university Cooperation Programmes. The higher education institutions themselves have also contributed to improving the situation, in particular by developing provisions for the teaching of lesser spoken EC languages according to the needs of the ERASMUS students. The Programme has also encouraged universities to pay more attention to the problems of orientation, reception and accommodation of ERASMUS students, which will benefit all students. Overall the distribution pattern now compares quite closely to the average between the student population and the 18-25 year old population, and the quality of the arrangements for the exchange of students has markedly improved.

Teaching staff mobility (TS)

In 1991/92 the selection rate for Teaching Staff mobility programmes within the ICPs was maintained at the same level as in previous years. This type of exchange can help to make the benefits of European cooperation (such as courses in another Community language, exposure to different methods of teaching, access to specialised knowledge) accessible not only to those students who are able to take part in exchanges but also to the majority of the student population. Monitoring of the existing programmes has also shown that TS could have interesting spin-off effects. On the basis of mutual cross-fertilisation between different teaching methods and administrative structures it can pave the way to further inter-institutional cooperation or joint research projects. It is also an excellent basis for the joint development of curricula. Thus the number of accepted TS programmes went from 277 in 1990/91 to 341 in 1991/92, an increase of over 23%. Altogether, 3,616 teachers are due to take part.

Joint development of curricula (CD)

A special effort was also made in favour of CD programmes whose potential for assisting the transfer of expertise between institutions and thus the qualitative improvement of Higher Education as called for in the objectives set out in the Council Decision is considerable. CD programmes also offer innovative solutions to academic recognition problems by inciting the institutions to create partially or entirely new courses with in-built recognition procedures, often based on modular patterns. Many new "European" degrees (i.e. fully recognised by several Member States) have been created as a result of CD programmes. These degrees often imply compulsory mobility for the students and are considered by their coordinators as pilot programmes which would lend themselves to being implemented on a large scale once they have been successfully tested. In 1991/92 127 CDs have been supported, an increase of 28% compared to 1990/91.

In general terms, the view of the Academic Advisory Groups was that the overall quality of proposals received continued to improve, particularly in the case of student mobility programmes. The ICPs selected continued to represent a broad spectrum of generally high-quality cooperation programmes between universities in all Member States in a very wide range of academic disciplines. Furthermore, as the distribution statistics above demonstrate, considerable further progress has been made this year towards achieving the objective of ensuring a balanced development of the European University Network across the Community.

Study Visits

16. In order to strengthen and extend the European University Network, grants are awarded to staff members of universities in the Community to enable them to go on study or teaching visits, lasting not more than four weeks, to universities in one or several other Member States for the purpose of

establishing or extending an Inter-university Cooperation Programme, or contributing to the improvement of the content of existing teaching programmes in other universities by giving regular or specialist lectures, or simply by increasing their own knowledge and experience of specific aspects of the higher education system of the Member State(s) visited.

17. 1991 was the second year of the simplified "rolling system" for visit applications. Four selection rounds were held allowing applicants to submit applications at any time, with an expectation of a quicker decision than under the preceding annual application and selection system. The total number of applications received was 1,335 (including 68 under LINGUA Action II) of which 817, involving 1,877 persons (1,373 men and 504 women) were accepted. The total funding requested exceeded 3.6 ECU mio, although the grants approved amounted to less than half this figure at 1.623.000 ECU (including 110.650 ECU for LINGUA Action II). The application figures for 1991 represent a decrease of 10% compared with the previous year, which the Commission believes to be attributable in part to the following factors:

- the rolling system discourages poorly planned applications which occurred under the old annual system when hurried applications were submitted in a premature state just to meet the annual deadline;
- many of the visits which were originally funded under study visits are now funded within the approved ICPs;
- the absence of a single deadline reduced the "visibility" of the scheme within the universities; for 1992 a system of several fixed deadlines providing points of reference to potential applicants has therefore been introduced;
- unlike the situation which prevailed at the beginning of ERASMUS, a number of European universities now use their own funds to finance ERASMUS-type study visits, so that requests are no longer made to Brussels;
- the overall improvement in the level of knowledge of other countries' systems of higher education within the Community, and the creation of improved infrastructure for providing advice on international cooperation at individual institutions, has marginally lessened to the need to conduct visits of a purely informative nature.

Despite the fall in the number of applications, which, however, appears to have ceased since, one should note that the demand remains solid throughout the year and that there is in general a marked improvement in the quality of the applications, combined with a decrease in the number of ineligible applications. Thus the acceptance rate in 1991 remained stable at over 61%.

The primary objective of the study visits was, as previously, the preparation or extension of ICPs (62%). A further 28% of accepted applications concerned "information visits" although it is clear that many of these can also lay, and indeed do, the groundwork for future ICP proposals. More generally, staff links generated by study visits have contributed significantly to a far better understanding of the problems and qualities of Member States' Higher Education sectors. Less than 10% of applications related to short teaching visits, such visits being a complementary, one-off alternative option to teaching staff mobility integrated within accepted ICPs. Institutions clearly regard the more integrated type of programme as being more attractive on present evidence.

As in preceding years, particular attention was paid to applications involving Member States which are as yet underrepresented in the European University Network. Thus the four countries of the South of the Community (Portugal, Spain, Italy and Greece) received 40% of all visit grants approved, a figure very much above their current proportion of involvement in ICPs (see para 15).

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

1991 was also the year in which the universities from the Five New Länder of Germany (FNL) could participate fully in ERASMUS study visits. A separate budget was made available to encourage visits between the FNL and the rest of the EC. 55 visits for a total of ECU 166,000 were accepted. These visits covered virtually every Member State of the EC. Although these applications were fewer than expected, the quality improved steadily over the year and is expected to be on a par with the EC average (in some cases it is already way above par) before very long.

Action 2 : ERASMUS Student Mobility Grants

18. Mobility grants, up to a theoretical maximum of ECU 5,000 per person per year, may be awarded to students (not normally in their first year of study) who carry out a recognized part of their degree course in another Member State. Community nationals and non-Community nationals who are permanently resident in Member States are eligible for support.

Preference is given to student mobility which is organized within the framework of an ICP ("network students") and to students moving within ECTS. Students who are "free movers" may also apply for a grant in certain Member States, provided they meet all the conditions of eligibility.

19. As indicated above, a total of 1,517 or 92% of the 1,645 ICPs being supported in 1991/92 involved an exchange of students for recognized periods of study in another Member State.

Student grant requests within ERASMUS ICPs alone amounted to 97 ECU mio, well over twice the available budget of 43.8 ECU mio(*). The number of students eligible to receive a student grant in 1991/92 within the selected ICPs (59,157) was 39% higher than in the previous year (42,617).

The funds available for Action 2 were divided up among the 12 Member States in accordance with the amended provisions of the December 1989 Council Decision. Up to 5% of the Action 2 funds may be allocated at the discretion of the Commission to assist in achieving the state of balance desired (in 1991/2 the whole 5% was utilized in this way, and was assigned across all Member States in order to encourage flows of students to less well represented host countries within the Community and to compensate for the adverse effects of unfavourable demand/supply ratios). Each Member State is then allocated a lump sum of ECU 200,000 and the remainder of the Action 2 budget is allocated on the basis of the number of young people aged between 18 and 25 (inclusive) in each Member State and the number of students enrolled in the higher education institutions of each Member State, adjusted by the average cost of travel and differentials in the respective cost of living between Member States. A further 0.86 ECU mio was allocated to students participating in the ECTS Inner Circle (cf. para. 22). This produced the following distribution (in % of the student grants budget including the allocation for ECTS within ERASMUS):

Belgium	4.5	France	15.0	Luxembourg	0.5
Germany	19.8	Greece	4.1	Netherlands	5.2
Denmark	2.1	Italy	15.8	Portugal	3.9
Spain	12.0	Ireland	2.4	United Kingdom	14.6

The use of the revised allocation system for the second year confirms that it has had a significant impact in improving the equality of treatment of ERASMUS across all Member States and, in particular, it has enhanced systematically the position of most smaller countries. In addition, Greece, Ireland and Portugal were each assisted, from within the 5% fund referred to above, in order to take account of the special needs of students from these countries in terms of the cost of travel involved and the higher cost of living in the host countries visited.

(*) an additional 3.3 ECU mio was available for ICP students under LINGUA Action II (see para 44).

Analysis of the estimated flows, between Member States, of students for whom a grant was requested in 1991/92 within the framework of accepted ICPs shows, in the case of 9 Member States, a reasonable balance between incoming students and outgoing students. In Greece the number of outgoing students exceeded the number of incoming students by nearly 20%. Ireland and the UK were significant "net importers".

For the fullest picture, these findings need to be set against the clear trend now emerging in the development of what might be termed "centre-periphery" patterns of student mobility. The percentage of students moving solely between the Federal Republic of Germany, France and the UK has fallen very considerably in the last 3 years (36%, 32% and 30.5% respectively against 62% in 1987/88), while the comparable flows between these Member States and those of the "periphery", and between the Member States located in the latter, have increased correspondingly. The average duration abroad as reflected in accepted ICP applications is 7 months, although there are notable variations by country and by subject area. It is now possible to compare actual student mobility, i.e. the number of students who are eventually awarded grants, with the "approved" or "estimated" mobility, i.e. the number of mobile students included in the approved applications. Figures for 1991/92 are not fully available at the time of writing this report. However, based on previous years' analyses, one can anticipate a short-fall of about 30% (i.e. 40,000 actual mobile students compared with 59,000 "approved" students). This short-fall reflects to a large extent a certain degree of overestimation on the part of the ICP coordinators at the time of submitting their applications. The implementation of a pluriannuality funding perspective for the ICPs should contribute to reducing the scale of these overestimates by allowing the Commission to monitor more effectively the actual achievements and plans for each ICP. The allocation policies practised by each Member State also influence the number of students who eventually benefit from ERASMUS grants. In those Member States where little support for studying abroad is available outside ERASMUS, such as Portugal, the choice was made to allocate larger grants to a smaller number of students. Elsewhere, for instance in Denmark, it is possible to combine national support with the ERASMUS allocation, which results in a higher take-up rate. The steady progression of the demand, which continues to greatly outstrip supply, indicates that there is still considerable potential for growth, given adequate funding.

20. All Member States have a "National Grant Awarding Authority" (NGAA) (cf. also para. 34), designated as the central agency at national level responsible, in accordance with the arrangements chosen by the authorities of each Member State, for the award of ERASMUS grants to students of universities in that Member State wishing to spend a recognized period of study in another Member State, whether within the framework of an ICP or as a "free mover". Although NGAAs may allocate grants directly to grantholders, the most common pattern is for indirect awards via the sending university. In 1991/92 grants to ECTS students were channelled via the NGAA system. Except for Denmark, Greece, Italy and Portugal, most Member States either do not allocate "free mover" grants, or do so in very small numbers.
21. The principle of complementarity between Community support and the contribution of the Member States towards attaining the objectives of ERASMUS has always been considered essential to the future development of the Programme, and has consequently found expression in the preamble to the revised Council Decision of December 1989. The need for such complementarity became even more evident in the academic year 1991/92 because of the widening gap between demand for ERASMUS student mobility grants and the available budget. The "top-up" nature of ERASMUS grants, which are intended only to help cover the additional costs of mobility, makes such support at student grants level particularly important. National schemes to complement ERASMUS student grants now exist in France, Spain, Italy, the Dutch-speaking Community in Belgium and Portugal, and regional grant schemes are also increasingly in evidence. Certain other Member States, notably Denmark, the Federal Republic of Germany, Luxembourg, the Netherlands and the UK also operate national grant or loan systems which are used to support study abroad, including in other Member States of the Community.

Action 3:**Measures to promote mobility through the academic recognition of diplomas and periods of study****22. European Community Course Credit Transfer System (ECTS)**

Action 3.1 of ERASMUS provides for the establishment of an experimental and voluntary European Community Course Credit Transfer System (ECTS) to enable students to receive credits for periods of study carried out and qualifications obtained at universities in other Member States.

The central objective of the Pilot Scheme is to develop credit transfer as an effective instrument for academic recognition by providing universities admitting students from other Member States with a straightforward and reliable means of assessing such students' previous performance in order to insert them at appropriate points in the host institution's array of courses, regardless of whether or not an integrated exchange programme exists in the areas concerned. Under the scheme, students who have studied at an ECTS partner institution abroad may return to graduate with full credit at their home institution, or go on to study at another institution in a third country within the same subject area group, or stay on to graduate at the host institution if that institution agrees.

The ECTS System was launched for a 6-year pilot phase in 1989/90. The five subject areas involved are business administration, history, medicine, chemistry and mechanical engineering, and in the coordination and animation of each subject area group the Commission is assisted by a specially appointed Subject Area Coordinator. In 1991, each ECTS institution received a grant of ECU 10,000 from the Commission to fund the additional activities necessary to implement ECTS, including the preparation of an information package for students. In addition, each institution received a further grant of ECU 10,000 representing five notional full year student grants for the 1991/92 academic year.

At the outset, the ECTS Pilot Scheme embraced 81 individual higher education institutions (two from each of the larger Member States and one from each of the smaller Member States in each of the five groups, plus one institution from Luxembourg) and 3 consortia, making 84 institutions in all, each of which has nominated two ECTS coordinators, one each at institutional and departmental level.

As ECTS was entering its third operational year in 1991, the Commission also decided that it was necessary to test the functioning of the credit transfer mechanisms on a wider basis and therefore decided to extend the pilot project at this stage by increasing the number of institutions within the existing subject groups. Out of 120 applications received 37 new institutions were chosen to participate from the academic year 1992/93. Two institutions from the Five New Länder (FNL) of Germany were also added. These extensions brought the total number of EC higher education institutions which constitute the ECTS "inner circle" from 84 to 123.

A further extension of ECTS to EFTA countries was prepared in 1991 as part of the participation of EFTA countries in the ERASMUS Programme from the academic year 1992/93. A call for expression of interest was sent out to EFTA institutions in November 1991, and they were asked to apply by 31 December 1991, in order to secure their selection early in 1992 and their full integration into the ECTS subject area groups by the beginning of the academic year 1992/93.

In spring 1991, all subject area groups held meetings to discuss in detail reports on the first year of operation of ECTS (1989/90) and to select students for the academic year 1991/92. 950 students were selected for a study period in an ECTS institution in another EC Member State (against 810 students in the year 1990/91, and 553 students in 1989/90). The largest number of students is enrolled in medicine courses, followed in descending order by business administration, mechanical

engineering, history and chemistry. Language remains the most influential criterion of selection on the part of the students: the United Kingdom and France remain the most attractive countries. However, the widespread endeavour within the ECTS pilot scheme to achieve more balanced student flows can be clearly observed.

Table III :

**ECTS students sent and received in the academic year 1990/91
by Member State and Subject Area**

	Mech. Eng.		Medicine		Chemistry		History		Bus. Adm.		Total	
	Sent	Recd	Sent	Recd	Sent	Recd	Sent	Recd	Sent	Recd	Sent	Recd
B	10	2	16	18	4	5	6	3	11	17	47	45
D	19	20	60	16	14	12	20	12	15	21	28	81
DK	4	2	4	8	8	—	4	2	8	5	28	17
E	23	11	25	13	15	8	16	16	56	39	135	87
F	33	30	13	57	22	15	15	18	54	27	137	147
G	5	5	21	9	6	2	6	3	14	—	52	19
IRL	5	7	14	11	4	8	7	12	8	25	38	63
I	12	9	5	7	10	4	15	15	11	18	53	53
L	2	—	—	—	—	—	—	—	—	—	2	—
NL	11	1	12	11	7	2	7	3	12	1	49	18
P	3	4	2	10	3	2	3	3	6	2	17	21
UK	9	45	13	25	12	47	6	18	20	60	60	195
Total	136	136	185	185	105	105	105	105	215	215	746	746

Between 30 November and 3 December 1991, the fourth ECTS plenary meeting took place in Thessaloniki. Two observers from each EFTA country participated in the plenary meeting. The first day was devoted to an induction meeting for the 39 newly admitted institutions from EC Member States. The ensuing plenary meeting of all ECTS institutions focussed on a discussion of feedback on the functioning of ECTS from students, based on the report entitled "Experiences of ECTS students 1989/1990" which had been produced by researchers from the University of Kassel on the basis of an in-depth questionnaire, an analysis of how credit transfer had functioned during the 1990/91 academic year, and a discussion on how to improve arrangements for the transfer of grades between ECTS institutions based on a working group report on this topic.

In its second operational year, institutions became more familiar with ECTS procedures than in the initial year of the Pilot Scheme. ECTS information packages on the participating institutions were improved, procedures for allocating credit points to the different kinds of courses offered by the participating institutions have proven effective. The procedures for credit transfer, both prior to the departure of the students and upon their return are gradually falling into place. Most students managed to complete the package of courses which they had planned to carry out while abroad, and received the envisaged number of credits. ECTS coordinators demonstrated a high degree of commitment to the scheme and did their utmost to help ECTS students in the preparation and implementation of their study abroad at the partner institutions.

23.

Attention should also be drawn to the Outer Circle of ECTS institutions which though neither formally part of the Pilot Scheme nor grant-aided, are kept fully informed of the principles and procedures developed by the Inner Circle as a means of extending the benefit of the pilot experience as widely

as possible. A number of Higher Education institutions within and outside the Outer Circle have been stimulated into developing credit transfer systems, often modelled on ECTS. In some instances, the same choice was made at national level.

NARIC Network

24. Action 3.2 of ERASMUS, relating to the European Community Network of National Academic Recognition Information Centres (NARIC network), is aimed at ensuring optimum cooperation between the NARIC Centres, individual universities and the Member State governments on questions concerning academic recognition, and at integrating the NARIC network into the ERASMUS Programme. The 15th meeting of the NARIC network took place in Dublin, Ireland on 4 and 5 June 1991, giving delegates a chance to become acquainted with the Irish Higher Education system and recognition procedures. The 16th meeting of the NARIC network took place in Brussels on 13 December 1991. The NARICs from EFTA countries participated in both meetings as observers. Main discussion points were specific academic recognition problems within EC Member States and the present and future role of the NARIC network with special reference to its possible functions in the field of professional recognition. Two working groups of the NARIC network (one on North-South and one on United Kingdom/Ireland-continental academic recognition problems) met twice each in 1991 and gave their final reports at the 16th NARIC meeting. At the initiative of the NARICs a "general NARIC recommendation on the recognition of final EC university qualifications" was drafted. Another NARIC working group (on the present and future role of the NARIC network) met once in 1991 and its numerous suggestions are being further considered. Grants totalling ECU 94,501 were awarded to the NARICs in 1991 to enable representatives of the centres to undertake study visits to other Member States, to produce publications on academic recognition matters, and thereby to improve arrangements for academic recognition between the Member States of the Community as a whole.

Action 4 :

Complementary measures to promote mobility in the Community

25. Action 4 serves the ERASMUS Programme primarily through support to associations or consortia of higher education institutions, academic or administrative staff and students working on a European basis to make initiatives in specific mobility-related fields better known throughout the European Community. A financial contribution of up to a maximum of ECU 20,000 may be awarded to facilitate the introduction or reinforcement of the European dimension within the activities of an association working at national or regional level, to coordinate the activity of different national associations at European level, or to create a new association at European level. Support is also provided for certain publications (such as study guides, directories, descriptive or analytical information material on higher education systems) designed to enhance awareness of study and teaching opportunities in the different Member States or to draw attention to important developments and innovative models for university cooperation throughout the European Community. Action 4 grants are also utilized for disseminating information on solutions to problems highlighted by the increase in student mobility, such as accommodation, academic recognition or student services at institutional level. The level of support for these projects is determined by the Commission on a cost-sharing basis, in the light of information provided by the applicant. Action 4 grants are not normally provided for the ongoing support of projects or for infrastructure costs of an association, but rather to assist in facilitating their launching phase and to facilitate specific projects.

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

26. Due to the introduction of a rolling system for selection of projects under Action 4 in the academic year 1990/1, there have been three selection rounds in 1991. A total of 137 applications for financial support were received, of which 82 were for projects submitted by students and staff associations and 55 for mobility-related publications. Out of 100 projects eligible for support, 41 applications were

awarded an ERASMUS Action 4 grant, 25 for developing association activities and 16 for publications related to cooperation in higher education. The total amount awarded was ECU 342,540 (ECU 239,750 for association activities and ECU 102,790 for publication projects). Two projects involving institutions and individuals from the Five New Länder (FNL) of the Federal Republic of Germany received additional funding totalling ECU 6,000. The associations receiving support from Action 4, many of which have been created as a result of the Programme are a fertile ground for debate and initiatives in the field of inter-university cooperation. With regard to the subject area distribution of projects financial support under Action 4 was especially focussed on subject areas currently under-represented in Inter-university Cooperation Programmes such as Music, Teacher Training and Medicine. Therefore a substantial share of accepted projects fall within these areas, although all major groups of disciplines except Humanities and Natural Sciences are represented in accepted projects.

Special attention was also given in 1991 to initiatives by students whose commitment to ERASMUS, especially in connection with the more practical side of student exchanges, is becoming more and more significant. European Students' Associations receiving financial support from Action 4 have not only become helpful and sometimes necessary supporters of exchange programmes but also provide comprehensive information material which serves as reference sources for students and staff. An example is the publication of a Directory of Law Studies in Europe called 'Legal Studies in Europe' containing information on academic and social aspects of the study of Law, with the aim of promoting cooperation and academic mobility.

Funding under Action 4 also continued to give special emphasis to the integration of disabled students in higher education. Funds were awarded for the working group composed of experts from 8 institutions in 4 Member States related to "A European University for students with special needs" and another project is aimed at improving the teaching and learning of sign language, to promote integration of deaf students and the recognition of sign-language interpreter as a profession. Another project, carried out by Mobility International, will gather information on the study possibilities for handicapped students in ERASMUS ICPs.

Special initiatives

27.

The revised arrangements for Action 4 introduced for the first time in 1991/92 in accordance with the Council Decision of December 1989 provide for special initiatives to assist in the process of stimulating ERASMUS activities in previously underrepresented sectors. In order to facilitate the introduction of a European Dimension in the field of teacher training five projects were funded in 1991 under Action 4 as the first special initiative of this kind. The participating institutions are members of R.I.F. (Réseau d'Institutions de Formation), a European network of teacher training institutions. These projects, together with a comparative study of curricula in teacher training, will be carefully evaluated with the objective of finding practical ways of encouraging participation of teacher training institutions in the ERASMUS Programme. A total amount of ECU 110,200 was awarded to the five projects, which are coordinated by institutions from Belgium, Denmark, Spain, France and Ireland.

In agreement with the relevant German authorities the Commission also decided as a special initiative to launch a special teacher mobility measure under Action 4 of ERASMUS. A total budget of 1 ECU mio was allocated for the secondment of lecturers (including language teachers) from other EC Member States to spend a teaching period at a higher education institution in the Five New Länder. For the administration of this special measure the Commission was assisted by the German Academic Exchange Service (Deutscher Akademischer Austauschdienst) in Bonn. The project was launched in the winter semester of 1991/92 with only a small number of teachers. It appears that the FNL institutions are still prevented by significant difficulties of a structural nature from taking part in cooperative activities. The Commission, with the help of the German authorities, will endeavour to identify the precise reasons for the limited participation so far and to give wider publicity to this special initiative amongst academics in Europe.

On 22-23 November 1991 the Commission organized in Brussels a conference on "ERASMUS and mobility in medical studies". This event was attended by almost 200 academics, students and administrative staff. The discussions that took place should provide a sound basis for dismantling the barriers which have hindered cooperation and exchanges in this field so far.

Information activities

28.

Throughout 1991, information activities targetted at the academic community, relevant national agencies and authorities, the media and the general public on the opportunities and the development of the ERASMUS Programme continued to be a major priority. Particular attention on this regard should be drawn to the information campaigns carried out in the countries of the European Free Trade Association, in preparation of the participation of their higher education institutions in the Programme as of the academic year 1992/93. In each EFTA country a national information meeting attended by representatives of education authorities and most Higher Education institutions was organized. Representatives of the Commission attended all meetings, covering in their speeches the major political and organizational aspects of the ERASMUS Programme.

Following the information campaign organized in 1990 in order to facilitate the integration of the Five New Länder of the Federal Republic of Germany into the Programme, four additional seminars associating academics from the whole of Germany took place in the autumn of 1991 in Rostock, Halle, Darmstadt and Pforzheim.

At central level, more than 5,000 written information requests were processed during the year, not counting the requests made directly at national level to the ERASMUS National Grant-Awarding Authorities nor the great number of telephone information requests and visitors that the Commission and the ERASMUS Bureau receive throughout the year. There are many indications to suggest that the measures aimed at increasing the general level of awareness concerning the Programme, both within the Higher Education world and among the public at large are having their desired effect. Furthermore, the creation of "international offices" at an ever-increasing number of Higher Education institutions throughout the Community (largely as a result of ERASMUS) is clearly tending to syphon off an increasing number of information requests, enabling these to be dealt with locally at the individual institutions rather than centrally in Brussels. This can itself be regarded as a positive outcome of the Programme.

The effect of the actions undertaken by the Commission combined with the increased impact of the Programme. Especially to be noted are :

- a) the mailing of student and general information material to all EC institutions several times per year or further to requests; the computerized general mailing list created for the information requirements of the Programme has been regularly maintained and a major update is under way;
- b) the significant increase in the number of subscribers to the *ERASMUS Newsletter* which has been widely promoted; the Newsletter appears three times a year. Since 1991 it is published in French and English. In 1992, abstracts will be published in all the other working languages of the Community. During the year the number of paying subscribers has increased by 552, over and above the copies distributed free of charge to the ICP coordinators, the NGAA's and other individuals);
- c) the high sales of the *ERASMUS Directory of Programmes 1990/91* (4000 copies were distributed in total); the publication was rapidly out of print;
- d) the development of press relations (104 articles in the EC press are known by the Commission; many more have not been brought to our attention);
- e) the increasing number of television and radio programmes which have focussed on ERASMUS in 1991;

- f) the mailing of ERASMUS and ECTS posters to all EC and EFTA institutions together with student leaflets;
- g) the selective participation in about 100 conferences/events about the ERASMUS Programme or closely related topics (350 invitations were received);
- h) the participation in international student fairs or events (notably the Salon Européen de l'étudiant in Brussels from 19 to 23 March, the Salon de l'étudiant in Marseille from 1 to 4 April, and the information market organized by the European Association for International Education in Montpellier from 4 to 7 December; documentation was also sent to Expolingua in Madrid and to the Third "Biennale des facultés et écoles d'art", Barcelona);
- i) the participation of ERASMUS coordinators/directors and NGAA representatives in local or national events or radio/TV programmes.

29. Particularly important was once again the Programme of publications on ERASMUS. This included in particular:

- 1) *ERASMUS Directory of programmes 1991/92* (a 1705-page publication containing a description of all the ICPs supported), which appeared several months earlier than preceding editions due to increased efficiency in the preparation and production;
- 2) the *1992/93 Guidelines for Applicants*, a document in nine languages containing detailed information on ERASMUS grants and application procedures and forms which is sent to all eligible institutions;
- 3) the *Directory of Higher Education Institutions in the EC*: the preparation work was completed and the manuscript sent to the Office for Official Publications. This directory presents the 4,000 institutions of higher education of the EC under one cover and will be co-published by the OOP and Kogan Page;
- 4) general information leaflets and student information leaflets on ERASMUS and ECTS;
- 5) a list of "welcome guides" produced by institutions in order to improve practical information to students before their departure abroad;
- 6) multilingual glossaries aimed at improving the quality and consistency of the translations of ERASMUS documents processed by internal or external translators;
- 7) alphabetical lists of ICPs by country and town and by subject area prepared to meet more closely the type of information queries received;
- 8) the final reports on various evaluation studies, notably **Experiences of ERASMUS students 1988/89** and **Learning In Europe** both based on the survey conducted by Kassel university (cf infra para. 37).

30. Another noteworthy information development has been the arrangements made between the ERASMUS Bureau and EURYDICE (the Education Information Network in the European Community) with a view to sharing the resources of the documentation centres of both agencies in order to facilitate access to information.

31. The Commission continued its Programme of general publications designed to encourage cooperation in the field of education; the "Guide to Higher Education systems and qualifications" was jointly published in its English version by the OOP and Kogan Page, publishers. "Working in the EC", by AJ Raban was published in cooperation with Hobsons Publishing plc.

Organizational and consultative infrastructure

32. ERASMUS Advisory Committee

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

The EAC met three times in 1991. The main purpose of the meetings held on 8 March and 10 April was to advise the Commission on the selection of ICPs and the grant allocation for the academic year 1991/92. The evaluation planning for 1991 and in particular the call for tender regarding the evaluation of the Programme by an external agency (see para. 38) were also discussed, together with the draft evaluation report for the first year of operation of the ECTS project. The meeting of 9-10 September, held at Newcastle-upon-Tyne at the joint invitation of the University of Newcastle and Newcastle Polytechnic was devoted to a thorough debate on the main options that could be envisaged for the medium- and long-term development of the Programme.

33. Academic Advisory Groups

In carrying out its selection of ICPs the Commission is assisted by three Academic Advisory Groups, each covering a broad range of disciplines and made up of representatives of the academic world appointed by the Commission. The role of these groups is to provide the latter with an informal expert opinion in relation to the ICPs proposed for selection and more generally on the involvement of the various subject groupings in ERASMUS. In 1991, the three Groups met during the week of 18-22 March for this purpose. The preparatory procedures for the Group meetings continued to be streamlined and improved compared with previous years, and 1991 saw the inclusion of a significant number of new members of the Groups as part of a regular and systematic process of renewal.

34. National Grant Awarding Authorities

Under the terms of Action 2 of the Annex to the Council Decision the National Grant Awarding Authorities (NGAAs) are responsible for the administration of ERASMUS student grants. They met on two occasions for plenary meetings during 1991, on 29 April in Lisbon at the kind invitation of the Portuguese NGAA and on 14-15 November in Brussels. The Lisbon meeting concentrated on the impact of the 1991-1992 ICP selection. The second meeting, preceded by a meeting of representatives from EFTA NGAAs who will participate in the management of student grants with effect from 1992/93, continued the discussion on measures to improve the efficiency of the NGAA system and concentrated on the possible benefits of a common computerisation system in the management of grant allocation and the provision of essential management information.

In order to secure a reasonable average grant to all students, the NGAAs were given the option of using an upper limit of 50 student months per student flow (i.e. per group of students following the same course and moving from a given institution to another within the framework of an ICP).

35. ERASMUS Bureau

The Commission continues to be assisted in the operational implementation of the ERASMUS Programme by the ERASMUS Bureau, a non-profit organization with which appropriate contractual arrangements have been made.

I. MONITORING AND EVALUATION

5. Considerable emphasis has rightly been placed from the outset on ensuring a thorough and ongoing monitoring and evaluation of the ERASMUS Programme. The various evaluation activities form part of a coherent overall evaluation design developed during Phase I of the Programme for the purpose of keeping under constant review the extent to which the Programme is meeting its objectives and the factors which are affecting its capacity to do so. In this overall context, the distinction is made between monitoring of the Programme which is or could be carried out by the agencies involved in implementing the Programme, and evaluation work in the stricter sense, which is carried out by external bodies.

7. In monitoring the Programme the Commission is assisted by the Centre for Research on Higher Education and Work at the University of Kassel (Federal Republic of Germany) which was awarded in 1990 a contract covering the period December 1990 up to and including June 1995. According to the general workplan established for the evaluation of phase I of the Programme, work has been completed in 1991 on the overall statistical profile of 1988/89 student grantholders. Three further studies nearing completion are an in-depth analysis of the reports provided by ICP coordinators for 1989/90, a survey of the entire cohort of 1989/90 ECTS students and an overall statistical profile of 1989/90 student grantholders. These studies provide both the essential statistical data which are a necessary basis to any quality assessment of the Programme and a first-hand analysis of the main issues affecting the development of exchanges, notably academic recognition matters.

They will be published and given adequate distribution during the course of 1992 under the following titles :

- Student Mobility within ERASMUS 1989/90 : A statistical profile.
- ERASMUS Student Mobility programmes in the view of their coordinators.
- Experiences of ECTS students 1989/90.

In 1991 preparatory work has started on several further studies : biennial surveys on student mobility within ICPs and ECTS 1990/91; Teaching Staff mobility survey for 1990/91; "Tracer" study on the 1988/89 cohort of ERASMUS students, designed to assess the perceived impact of the ERASMUS period abroad two years after the event.

8. In 1991 a call for tender was launched by the Commission for the overall evaluation of the Programme. Following the publication of the call for tender in the Official Journal of the Communities on 1 March, the contractor chosen was the consultancy firm Price Waterhouse. The Price Waterhouse evaluation will make extensive use of the evaluation and monitoring material accumulated in the course of the implementation of the Programme. It will be carried out in two phases:

- phase I will focus on the management structure of the Programme at all levels, with a view to identifying a range of management options adapted to the anticipated growth rate of the Programme. An interim report on phase I of the evaluation was submitted to the Commission in November 1991 and completion is expected by the end of January 1992;
- phase II will consist in an evaluation of the impact of the ERASMUS Programme as it currently operates, accompanied by recommendations regarding how best to achieve its mid-term and long-term objectives.

The whole report should be completed by the end of January 1993, in order to be presented to the Council prior to its debates on phase III of the Programme.

9. In addition to the survey on Teaching Staff mobility mentioned above, two further studies were commissioned in order to evaluate those aspects of Inter-university Cooperation Programmes which are not directly related to student mobility, and which nevertheless constitute important factors in the

process of "europeanisation" of Higher Education institutions. Curriculum Development programmes and Intensive programmes were thus analysed. An analysis of ERASMUS and the field of medicine was prepared in the context of the conference mentioned earlier in the present report.

40.

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

- analysis of the annual reports sent in by ERASMUS grantholders, leading to annual analytical reports prepared by the ERASMUS Bureau for the Commission;
- a meeting which brought together a selection of academics who had taken part in teaching staff mobility programmes in order to assess the problems they faced and prepare the full-scale enquiry due to be carried out by Kassel University on this subject in the course of 1992;
- a series of bilateral meetings organised between April and June with education authorities and academic representatives of each Member State to review each country's involvement in ERASMUS. A situation analysis was prepared for each meeting and subsequently revised in the light of the discussions, and a general overview of the consultations will be presented in 1992;
- the continuation of a series of site visits to a representative sample of universities throughout the Community. This activity, to which the ERASMUS Advisory Committee attaches particular importance, is considered to be a vital means of maintaining direct contact with the universities involved in ERASMUS, enhancing motivation among ERASMUS Programme directors in the field, providing information on the realities of inter-university cooperation in the different Member States and assisting the institutions visited to maximize the quality of their cooperative ventures within ERASMUS and beyond. Visits in 1991 have covered institutions in Belgium, the Federal Republic of Germany, Spain, France, the Netherlands, and the United Kingdom;
- participation in numerous seminars and meetings dealing with problems linked to the implementation of the Programme in the various Member States and more generally to the development of international cooperation in Higher Education, for example national meetings of ICP coordinators in Germany and the UK, "Forum rencontre sur la mobilité en Europe" in Brussels, etc.;
- specific evaluation measures relating to ECTS, which are described elsewhere in the present report.

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

41.

EFTA countries

The negotiations on the extension of the ERASMUS Programme to the countries of the European Free Trade Association (EFTA) and Liechtenstein, commenced by the Commission on 25 November 1990 on the basis of Negotiating guidelines provided by the Council, were terminated on 14 February 1991. The agreements between the European Community and each of the EFTA countries and Liechtenstein were concluded by the Council on 28 October 1991 (OJ, L 332, 3 December 1991) after having received the European Parliament's opinion. Liechtenstein having joined the European Free Trade Association as a full member country, the references in the following are therefore to "EFTA", encompassing all seven countries : Austria, Finland, Iceland, Liechtenstein, Norway, Sweden and Switzerland. All EFTA countries have ratified the agreements at national level.

The agreements cover a period of five academic years following their entry into force and may be

renewed for a further period of five years by agreement between the EC and each individual EFTA country. The first academic year of EFTA participation in ERASMUS will be the academic year 1992/93 (starting on 1 July 1992). The agreements cover ERASMUS and not the LINGUA Programme of which Action II is administered together with the ERASMUS Programme.

The agreements provide for the creation of a joint committee between the EC and each individual EFTA country. It will consist of representatives of the Community on the one hand and representatives of the respective EFTA countries on the other. The Joint Committees are to ensure coordination between the implementation of the agreements and the decisions taken by the Community in respect of the implementation of ERASMUS, to hold consultations, and to deliver opinions and elaborate guidelines concerning the implementation of the ERASMUS Programme as far as the participation of the individual EFTA countries is concerned.

National Grant-Awarding Authorities (NGAAs) are being established in each EFTA country on the same basis as the existing NGAAs in the Member States (see para. 34). In the same way, National Academic Recognition Information Centres (NARIC) are being established in each of the EFTA countries.

The EFTA countries will make an annual contribution to the financing of the ERASMUS Programme, beginning in the calendar year following entry into force of the agreements, i.e. in 1992. The annual financial contributions are to be established in proportion to the total annual budget of the ERASMUS Programme. The proportionality factors governing the contributions are to be determined by the ratios between the gross domestic products of each EFTA country and the sum of the gross domestic product of the Community and the respective EFTA country.

The EFTA countries are to participate in the ERASMUS Programme under the same terms and conditions as those applied within the European Community with the exception of the following points:

- eligible higher education institutions from the EFTA countries will only be involved (as coordinators or partners) in Inter-university Cooperation Programmes including at least two Community Member States;
- there can be no ERASMUS-supported mobility of students or teaching staff and no study or teaching visits between institutions in EFTA countries.

42. Planning of Higher Education for the 1990's

The main activity during the year was the preparation of a discussion document on the role and development of higher education in the context of the completion of the Single Market. This document **Memorandum on Higher Education in the European Community (COM (91) 349 final)** was adopted by the Commission on 5 November 1991. Drawing on the results of the conference on "Higher Education and 1992 : planning for the year 2000" which took place in November 1990, the Memorandum reviews the growing demands in the Community for an ever more highly skilled and mobile workforce and the consequent need for greater involvement of higher education institutions with the economic world and for stronger support for Community social and regional policies. The Memorandum stresses the responsibility which the higher education systems have for preparing their citizens for European unification through education and training while at the same time promoting the diverse cultures of the Member States which together constitute the rich European heritage.

A major section of the Memorandum is devoted to the development of the European dimension in higher education. The achievements of existing Community programmes, notably ERASMUS are reviewed and the Memorandum stresses the need to continue to develop them so as to reach the target of 10% of students spending a period of study abroad and to remove barriers to mobility in general. The Memorandum argues, however, that it is now necessary to bring Europe to the 90% of students who are unlikely in the near future to be directly participating in mobility programmes. Various ways for doing so are described including the promotion of language and of Europe in the

curricula for all students. Higher education institutions are invited to reflect on the adoption of such broad-ranging European strategies in the education of their students including the incorporation of continuing training and the consequent impact on the curricula at the initial level. The Memorandum is designed to stimulate a wide-ranging debate during 1992 both within the Member States and at Community level. It was presented to the Council of Ministers of Education at their meeting on 25 November 1991 and received a favourable welcome as a basis for discussion within the Community. It is being distributed together with a recent IRDAC report on "Skills Shortages in Europe" and is addressed to universities and higher education institutions, to national and regional authorities and to the economic and industrial world. Also in November, the Commission adopted an accompanying memorandum on **Open and Distance Learning in the European Community** (COM (91) 388 final) and another on **Vocational Training in the European Community in the 1990s** (COM (91) 397 final). These will also be the subject of discussion during 1992.

Interaction with other European Community programmes

43. The future development of ERASMUS must be viewed within the wider framework of Community initiatives in the field of education and training designed to contribute to exploiting the potential of the Internal Market. Every effort is therefore undertaken to ensure that the implementation of ERASMUS is carried out in cooperation and coherence with parallel developments regarding other Community programmes in relevant sectors of activity.
44. **LINGUA** : Action II of the LINGUA Programme, which promotes the teaching and learning of foreign languages, covers inter-university cooperation and mobility and exchange of Higher Education students and staff. The administration of Action II of LINGUA is carried out in accordance with the same procedures as those used for the ERASMUS Programme, and joint arrangements for the management of ERASMUS and Action II of LINGUA have therefore been implemented.

In the selection process for ICPs within the framework of LINGUA Action II careful attention was given to ensuring that the final choice clearly reflected the priorities of the LINGUA Programme.

A total of 149 ICPs were selected, involving 448 institutions and some 4,180 students eligible to spend a period of recognised study in another Member State.

The initial impact of LINGUA Action II has been extremely positive although certain difficulties persist mainly with regard to the disparity between the average level of ERASMUS and LINGUA Action II student grants, due to the differences in the allocation system for student grants under the respective Programmes resulting from the provisions of their respective Council Decisions. Following discussions with the LINGUA Advisory Committee the Commission has proposed a solution which minimises unintended discrepancies in grant levels but which also respects the Council decisions relating to both Programmes and is in line with Commission financial procedures. This solution will be applicable from the academic year 1992/93.

Institutions of higher education may also be eligible to apply for grants under the other actions of the LINGUA Programme, either to establish partnerships in order to promote the in-service training of foreign language teachers and trainees (Action 1), or to develop language teaching materials for use in enterprises (Action 3), or to promote the development of exchanges for young people undergoing professional, vocational and technical education (Action 4), or to reinforce the European action of associations active in the field of foreign languages or to jointly develop and exchange teaching material (Action 5). As these actions of the LINGUA Programme progressively gain momentum, the Commission will closely monitor their impact on higher education institutions and ensure adequate coordination between the two programmes.

One cooperation element that needs to be reinforced is the support to be given for the language preparation of students other than foreign language students. So far the LINGUA Programme has not been instrumental in addressing the linguistic problems which are holding back increased student mobility.

45. 1991/1992 was the second year of operation of the Trans-European Mobility Scheme for University Studies (TEMPUS), the purpose of which is to assist the transformation of higher education systems in Central and Eastern Europe, through inter-university cooperation, cooperation between higher education and industry and enhanced mobility of students and staff. TEMPUS forms part of the overall PHARE initiative relating to assistance in restructuring the economies and societies of the Central and Eastern European countries concerned. Though not constituting a formal extension of existing Community programmes such as ERASMUS, LINGUA or COMETT, the design of TEMPUS was influenced strongly by these preceding Community initiatives, and many applications submitted under the terms of TEMPUS in the academic year 1991/2 are based on cooperative activities launched in the framework of ERASMUS ICPs. The Commission will continue to monitor closely the interaction between TEMPUS and ERASMUS, not only for the purpose of avoiding duplication of funding but in more positive terms in order to achieve maximum synergy between the two initiatives.
46. Similar considerations apply with regard to the COMETT Programme for cooperation between universities and industry in the field of training related to new technology. The COMETT Programme contains a number of elements which make the closest possible interaction with ERASMUS an imperative, notably the Programme for student placements in industry as a recognized part of their higher education studies. In the medium-term perspective, further developments in university cooperation may also result from the DELTA project as well as from ESPRIT VLSI Design Action and from the Information Services Market Programme called IMPACT. There are strands within DELTA (Developing European Learning through Technological Advance) which refer directly to the implementation of European teaching and learning networks. Improved exchange of information will also be sought with other Community initiatives in the Research and Development sector, notably the Human Capital and Mobility Programme, and with the Jean Monnet Action.
47. During 1991 the Commission has published a Memorandum on open and distance learning (ODL) in the European Community. Among many other initiatives, the document discusses the possibility of exploiting the ERASMUS Programme as a vehicle for implementing a number of ODL activities in the years ahead, notably in the area of Curriculum Development and Intensive Programmes. It is therefore probable that the Programme will have a substantial role to play in conjunction with the initiatives that are likely to stem from this document.
48. Preliminary discussions have taken place in 1991 which should eventually lead to the creation of a "European database on Higher Education", based mainly on a network of national databases. The proposed European database would be of direct relevance for ERASMUS, since it is intended that it should contain information on higher education institutions, their courses and qualifications on a Community-wide basis.

V. CONCLUDING REMARKS

In quantitative terms, the ERASMUS Programme has once again developed considerably during the year under review. Even taking into account an estimated short-fall of 30% in actual student numbers, compared with the estimates submitted a year previously in the ICP applications, the student mobility for 1991/92 will be around 40,000, a more than ten-fold increase compared to 1987/88, the first academic year of the Programme.

This figure still falls far short of the Commission's stated objective of boosting the proportion of students who spend a period of study in another Member State to around 10% of the student population, and it appears increasingly clear that due to the unavailability of adequate resources at Community level this objective is not likely to be reached until 1997/98 at the earliest, assuming continuous growth of the Programme and its budget. This confirms the validity of the option taken by the Commission to reinforce those aspects of the Programme which provide complements to student mobility, especially Teaching Staff mobility and Joint Curriculum Development, with a view to enabling the majority of students who are not able to take part in mobility programmes to enjoy the benefits of Inter-university Cooperation and a European dimension within their studies.

Overall, and despite the constraints mentioned above, 1991 has been a year of significant progress towards the achievement of the Programme's objectives. Now that ERASMUS has become more firmly established it is also possible to perceive clear indications that ERASMUS is beginning to generate a range of "added-value" effects which go beyond its stated aims.

ERASMUS ICPs have made it possible for more students than ever before to spend study periods in another Member State and they provide a framework which guarantees academic recognition and enhances the relevance of the students' university studies to the intellectual and vocational challenges in Europe. Access to study abroad which was an option for a small, and usually financially advantaged, elite has now been enormously enlarged. This is reinforced by the Commission's policy which requires NGAAAs to give special consideration to the needs of financially and physically disadvantaged students and by the complementary funding which the majority of Member States now make available for ERASMUS students.

The Commission's policies have ensured that inter-university cooperation has been greatly extended in geographical terms, involving countries and regions in which this hardly existed before. Measures have also been taken, frequently in cooperation with the competent authorities, to boost the participation of previously under-represented subject areas such as medicine and teacher-training where course rigidity or other constraints prevented international involvement. Finally, non-university institutions, which were hardly active prior to ERASMUS, have been singled out for special attention.

In addition to measures taken in the framework of the selection policy followed by the Commission, some "added-value" effects of ERASMUS are becoming increasingly apparent although at present unquantifiable.

Language provision at higher education institutions, stimulated by the needs of ERASMUS students, is now often being extended for other purposes and needs. **Curriculum changes** in course content, teaching and assessment methods have been stimulated by the growth in knowledge of other curriculum models. Particularly in the teaching of fast developing disciplines, existing experience can be passed on quickly and effectively. **European associations** of teachers, universities, students have been created and now promote wide-ranging inter-university cooperation. Involvement in ERASMUS has highlighted **structural problems** (such as student grants, accommodation, academic recognition) in the Member States' educational systems which are obstacles to mobility and inter-university cooperation but which might not otherwise have been identified. **Local communities** and business benefit from the spin-off effects of ERASMUS involvement either directly from the expert services offered by the university such as special language courses, seminars or, more indirectly, through the European contacts developed through the university's ERASMUS involvement.

But perhaps the most profound and pervasive "added-value" effect consists in the fact that ERASMUS is one of the very few Community initiatives which has an immediate and clearly visible impact on the lives of European citizens. It is not only the ERASMUS student who is aware that the Community is directly responsible for providing ERASMUS opportunities and funding, but family and friends are also aware of positive effects of the ERASMUS Programme and the Community's role in achieving these. To quote from the external evaluators' interim report "... we have met with almost universal enthusiasm for the goals of building up the European ideal in the young people of Europe. Academics from all over Europe spoke of the benefits to their students in terms of outlook and maturity, and to themselves and their teaching staff in terms of exchange of ideas and study techniques and methods".

TABLE 1

ICP applications received (including LINGUA) 1991/92
by Member State of coordinating Institution

Member State	1990/91		1991/92		Increase/decrease	
	number	%	number	%	number	%
B	233	8.5	239	8.6	6	2.6
D	319	11.6	365	13.2	46	14.4
DK	90	3.3	82	3.0	-8	-8.9
E	258	9.4	271	9.8	13	5.0
F	478	17.4	464	16.7	-14	-2.9
G	75	2.7	90	3.2	15	20.0
I	353	12.8	306	11.0	-47	-13.3
IRL	65	2.4	58	2.1	-7	-10.8
LUX	1	0.0	1	0.0	0	0.0
NL	242	8.8	233	8.4	-9	-3.7
P	72	2.6	71	2.6	-1	-1.4
UK	568	20.6	591	21.3	23	4.0
Total	2 754	100.0	2 771	100.0	17	0.6

TABLE 2

ICP applications received (including LINGUA) 1991/92
by number of Institutional participations

Member State	1990/91		1991/92		Increase/decrease	
	number	%	number	%	number	%
B	677	6.5	764	6.2	87	12.9
D	1 482	14.3	1 875	15.2	393	26.5
DK	305	2.9	352	2.9	47	15.4
E	1 198	11.5	1 444	11.7	246	20.5
F	1 912	18.4	2 215	17.9	303	15.8
G	320	3.1	415	3.4	95	29.7
I	1 129	10.9	1 307	10.6	178	15.8
IRL	307	3.0	375	3.0	68	22.1
LUX	14	0.1	11	0.1	-3	-21.4
NL	718	6.9	806	6.5	88	12.3
P	363	3.5	501	4.1	138	38.0
UK	1 961	18.9	2 279	18.5	318	16.2
Total	10 386	100.0	12 344	100.0	1 958	18.9

TABLE 3

ICP applications received (including LINGUA) 1991/92
by Subject Area

Subject Area	1990/91		1991/92		Increase/decrease	
	number	%	number	%	number	%
Agriculture	65	2.4	67	2.4	2	3.1
Architecture	102	3.7	95	3.4	-7	-6.9
Fine Arts/Music	110	4.0	104	3.8	-6	-5.5
Business	285	10.3	299	10.8	14	4.9
Education	79	2.9	87	3.1	8	10.1
Engineering	386	14.0	377	13.6	-9	-2.3
Geography/Geology	77	2.8	84	3.0	7	9.1
Humanities	122	4.4	144	5.2	22	18.0
Languages	418	15.2	352	12.7	-66	-15.8
Law	145	5.3	153	5.5	8	5.5
Mathematics	105	3.8	118	4.3	13	12.4
Medical Sciences/Psych.	151	5.5	152	5.5	1	0.7
Natural Sciences	216	7.8	206	7.4	-10	-4.6
Social Sciences	249	9.0	271	9.8	22	8.8
LINGUA Action II	164	6.0	177	6.4	13	7.9
Miscellaneous	80	2.9	85	3.1	5	6.3
Total	2 754	100.0	2 771	100.0	17	0.6

TABLE 4

ICP applications approved (including LINGUA)
1991/92
by number of institutional participations
(1990/91 data not available)

Member State	1991/92	
	number	%
B	562	6.4
D	1 370	15.6
DK	260	3.0
E	1 016	11.6
F	1 533	17.5
G	293	3.3
I	925	10.6
IRL	279	3.2
LUX	7	0.1
NL	582	6.6
P	360	4.1
UK	1 575	18.0
Total	8 762	100.0

TABLE 5

ICP applications approved (including LINGUA) 1990/91 and 1991/92
by coordinating institutions

Member State	1990/91		1991/92		Increase/decrease	
	number	%	number	%	number	%
B	171	9.8	168	9.4	-3	-1.8
D	208	11.9	240	13.4	32	15.4
DK	55	3.1	47	2.6	-8	-14.5
E	157	9.0	172	9.6	15	9.6
F	298	17.0	289	16.1	-9	-3.0
G	45	2.6	55	3.1	10	22.2
I	200	11.4	195	10.9	-5	-2.5
IRL	33	1.9	36	2.0	3	9.1
LUX	1	0.1	1	0.1	0	0.0
NL	159	9.1	153	8.5	-6	-3.8
P	46	2.6	46	2.6	0	0.0
UK	375	21.5	392	21.9	17	4.5
Total	1 748	100.0	1 794	100.0	46	2.6

TABLE 6

ICP applications approved (including LINGUA) 1991/92
by Subject Area

Subject Area	1990/91		1991/92		Increase/decrease	
	number	%	number	%	number	%
Agriculture	48	2.7	47	2.6	-1	-2.1
Architecture	61	3.5	57	3.2	-4	-6.6
Fine Arts/Music	63	3.6	63	3.5	0	0.0
Business	151	8.6	153	8.5	2	1.3
Education	53	3.0	49	2.7	-4	-7.5
Engineering	240	13.7	243	13.5	3	1.3
Geography/Geology	47	2.7	53	3.0	6	12.8
Humanities	92	5.3	104	5.8	12	13.0
Languages	260	14.9	231	12.9	-29	-11.2
Law	105	6.0	105	5.9	0	0.0
Mathematics/Informatica	69	3.9	69	3.8	0	0.0
Medical Sciences/Psych.	109	6.2	107	6.0	-2	-1.8
Natural Sciences	149	8.5	140	7.8	-9	-6.0
Social Sciences	167	9.6	167	9.3	0	0.0
LINGUA Action II	79	4.5	149	8.3	70	88.6
Miscellaneous	55	3.1	57	3.2	2	3.6
Total	1 748	100.0	1 794	100.0	46	2.6

TABLE 7

FUNDS COMMITTED FOR THE ACADEMIC YEAR 1991/92 (in ECU)

ACTION 1		19,597,550
A.	Inter-University Cooperation Programmes	17,536,200
a.	Student Mobility	12,051,400
b.	Teaching Staff Mobility	3,391,000
c.	Curriculum Development	856,800
d.	Intensive Programmes	1,237,000
B.	Preparatory Visits	2,061,350
 ACTION 2		 43,860,000
A.	Student grants	43,000,000
B.	ECTS student grants	860,000
 ACTION 3		
A.	ECTS institutional grants	1,269,768
B.	NARIC network grants	94,501
 ACTION 4		
A.	Associations & Publications	342,540
B.	Information & Evaluation	4,028,958
C.	Programme Administration & Monitoring	4,579,092
TOTAL		73,772,409