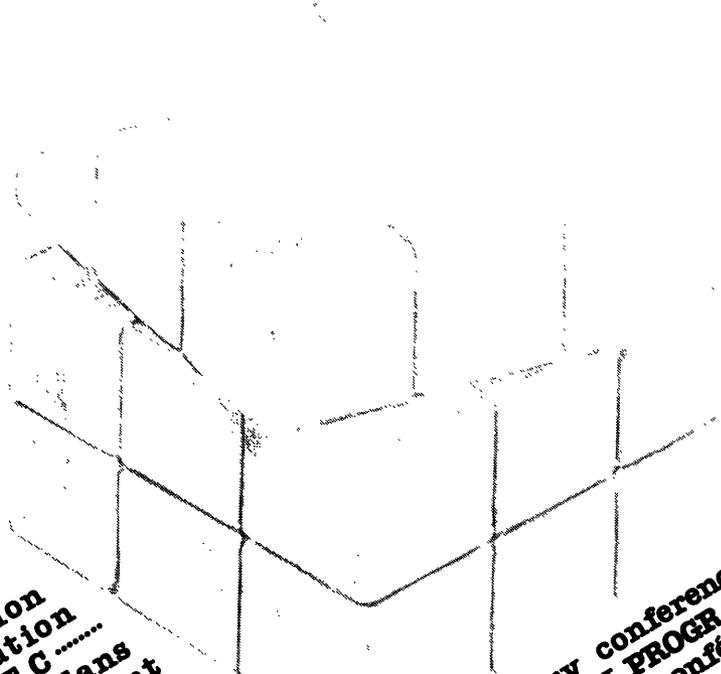


COMMISSION OF THE EUROPEAN COMMUNITIES — COMMISSION  
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# CONFERENCE ON HIGHER EDUCATION COOPERATION SUMMARY OF PROCEEDINGS AND CONCLUSIONS



Higher  
Education  
Cooperation  
in the EC .....  
Coopération dans  
l'enseignement  
supérieur au sein  
de la CE ..... Hochschul-  
zusammenarbeit in  
der EG ..... Cooperazione  
nel settore dell'istruzione  
superiore nelle CE .....

**BRUXELLES** Second plenary conference  
**27-29 NOV. 1985** on **JOINT STUDY PROGRAM-**  
**MES** ..... Deuxième conférence  
d'études consacrée aux  
**PROGRAMMES COMMUNS**  
tagung über **GEMEIN-**  
**SAME STUDIENPRO-**  
gramme ..... Zweite Plenar-  
ferenz der **GEMEIN-**  
**GRAMMI** ..... Seconda  
plena-  
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**STUDIO**  
.....



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CONFERENCE  
ON  
HIGHER EDUCATION COOPERATION  
(Brussels, 27-29 November 1985)

**SUMMARY OF PROCEEDINGS  
AND CONCLUSIONS**

Prepared for the  
Commission of the European Communities  
by  
The Office for Cooperation in Education  
European Cultural Foundation



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## FOREWORD

The future of Europe lies in the hands of young people, students in particular. Awareness of this has led the Commission of the European Communities to seek to develop European cooperation at all levels of higher education.

It is important that, in a Community which would remain a force to be reckoned with in the world today, her citizens can not only communicate with one another with sympathy and understanding but are also able to cooperate on a scientific, economic, and social level thanks to an intimate knowledge of the economic and social structures of their respective countries.

To achieve this, nothing is more appropriate than university exchange. Unfortunately, as my predecessor, Mr. Peter Sutherland, had occasion to remark, less than one student in a hundred spends a period of study in a Community country other than his/her own. Student mobility today is, in other words, almost non-existent.

The 'Higher Education Cooperation Conference' (Brussels, 27-29 November 1985) was asked to consider the Community Education Action Programme in the light of the experience gained since 1976 and to study the directions in which it would be desirable to move in order to encourage student mobility. By bringing together almost 500 representatives of universities and academic recognition centres, the Conference provided a unique forum in which to do this.

Three themes dominated in the Conference papers and in the conclusions of the Conference : student mobility, academic recognition of study periods abroad, the creation of a university network in Europe.

These points confirmed the lines along which the Commission was thinking when proposing the ERASMUS programme (European Community Action Scheme for the Mobility of University Students) whose purpose is to

- (a) enable an increasing number of students – at least 10 % by 1992 – to get to know the facts of European life by spending a recognised study period in another Member State of the Community and
- (b) thus turn out graduates with direct experience of intra-Community cooperation ;
- (c) establish closer links between citizens of the various Member States as a tangible element of the concept of a People's Europe.

During the first stages of the programmes (1987-89), the Commission proposes that ERASMUS should have a budget of 175 million ECU. This would cover the following actions :

**STUDENT MOBILITY :** 44,000 grants would be made to students spending a recognised study period in another Community country. ERASMUS would

also provide funding for the holding of short intensive seminars on particular subjects to be attended by students from different Member States.

**EUROPEAN UNIVERSITY NETWORK :** The Community would establish a European University Network of 600 universities in 1987 rising to 1700 in 1989.

**ACADEMIC RECOGNITION OF DEGREES :** ERASMUS would part-finance the

- (a) establishment of a pilot scheme of academic recognition of degrees with the cooperation of 20 universities ;
- (b) the present network of National Information Centres on academic recognition of degrees ;
- (c) joint study programmes between different Community universities, starting with 50 universities in 1987 and rising to 250 by 1989.

Other measures envisaged are : the allocation of grants to university staff to visit universities in other Member States to pave the way for these operations ; the funding of bi-lateral exchanges of teaching staff ; the allocation of funds to pay for replacement staff for these teachers and for teachers giving lectures in two or more Member States ; the allocation of grants to staff and student associations introducing the European dimension into their activities and a prize will be awarded each year to the university most active in this field and to the 12 most gifted students who have taken part in the ERASMUS programme.

In conclusion, ERASMUS should give new impetus to university cooperation and student mobility in the European Community. The importance of such actions has been underlined time and again by all the Community institutions. The time is now ripe to put these proposals into action.

M. MARIN  
Vice-President of the  
European Community

## I. GENERAL INTRODUCTION

It was in the year 1776 that the Congress of the United States of America unanimously adopted the Declaration of Independence. It opened with the sentence 'When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another... they should declare the causes which impel them to the separation'. Two hundred years later, on this side of the Atlantic we are engaged in the happier task of strengthening the bands between the Member States of the European Economic Community. Despite the name, it is a community not merely in the economic sense, but in a sense with a deeper meaning. That meaning implies that we must also be a community of learning, and although that is a truth which we might hold to be self-evident, it would be as well to declare the causes which impel us to come together in that particular kind of unity.

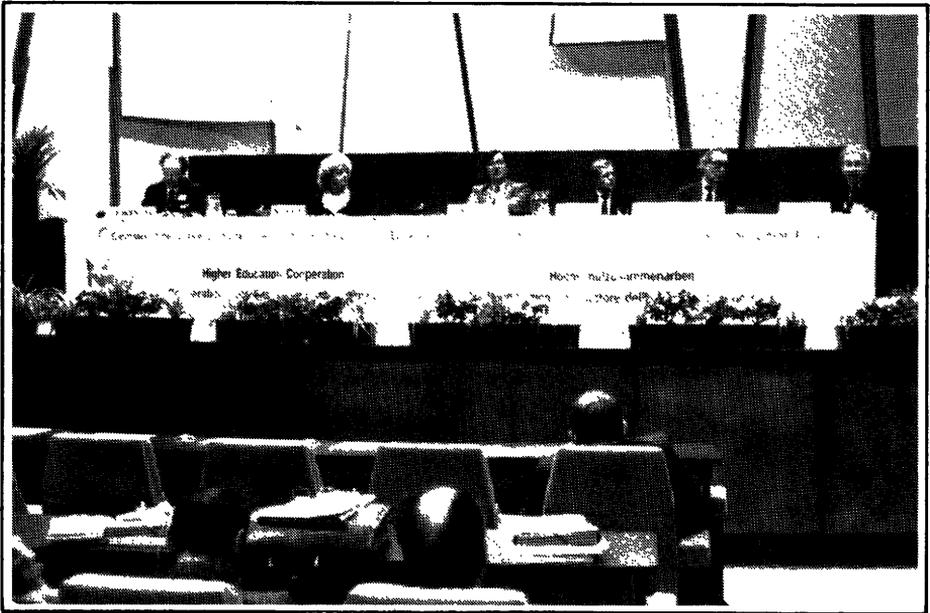
These causes were specified in the debate in the European Parliament of 13th March, 1984, which led up to the passing of a resolution reasserting the need for intensive cooperation between the Member States in the field of higher education. Such cooperation was seen as being of critical importance if higher education was to play its essential role in the development of a 'European awareness' among the citizens of the Community. It is that kind of awareness which is necessary if the Member States are to aspire to the authentic unity of a true community. Another more particular cause was the concern that was felt about the fact that in fields such as engineering and technology, the Member States have fallen behind the USA and Japan, with the consequence that Europe's market share is less, but unemployment more, than that of those countries. This ill can only be overcome by the achievement of the highest standards in research and teaching by research workers, teachers and students. In the rapidly developing fields of science and technology this achievement will only be possible if knowledge and skill are shared.

This had been appreciated some considerable time previously. The Council and Ministers of Education of Member States, meeting within the Council of the European Communities on 9th February 1976, adopted a resolution which embodied several priority spheres of action. Among them were the promotion of closer relations between educational systems in Europe, an increased cooperation between institutions of higher education, improved possibilities for academic recognition of diplomas and periods of study, and the encouragement of the freedom of movement and mobility of teachers, students and research workers, in particular by the removal of administrative and social obstacles to the free movement of such persons and by the improved teaching of foreign languages. One of the main outcomes of the Resolution was the creation, in 1976, of the Joint Study Programme scheme as the central vehicle for promoting higher education cooperation at Community level.

In their ' Conclusions... ' of June 1983, the Council and Ministers of Education declared their satisfaction with the results obtained and their support for a judicious further development of the scheme. This position was affirmed by the European Parliament in the debate of 1984 to which reference has already been made. In that same debate, the European Parliament called on the Commission to organise in 1985 a Conference of programme directors to make available full information concerning the methods used in their programmes, to evaluate the results obtained since 1976, and to suggest plans for the development of Joint Study Programmes in the future.\*

\* This has been adapted from the leadpaper on ' Engineering/Technology ' by Prof. J.H. Calderwood

## II. CONFERENCE AIMS AND PROGRAMME



The Conference on Higher Education Cooperation in the European Community was held in Brussels (Palais des Congrès and Centre Borschette) on 27-29 November 1985. It brought together 400 participants in order to assess the current situation regarding cooperation between higher education institutions in different Member States and to discuss the future prospects and perspectives for collaboration in this sector.

In addition to representatives from the Community institutions (Commission, Parliament, Council) and relevant ministries and agencies at national and international levels, the Conference drew together some 300 directors and students from cooperative projects funded by the Commission in a pilot phase for higher education cooperation under its scheme for the promotion of 'Joint Study Programmes'. Almost 500 such projects have so far been supported by the Commission. The Conference was intended to promote the exchange of experience and the dissemination of new ideas, as well as providing a consultative mechanism (a 'sounding board') for the Commission in the design of proposals for setting up a new action programme for the promotion of student mobility and university cooperation on a more intensive basis.

The Conference consisted of the following chronological elements :

- An Opening Plenary Session with communication by :
  - Mr. J. Delors, President of the Commission of the European Communities
  - Mme N. Péry, Vice-President of the European Parliament
  - Mr. F. Boden, Minister of Education, Luxembourg, President of the Council and Education Ministers meeting within the Council
  - Professor C.F. Wandel, Chairman of the Liaison Committee of Rectors Conferences of the EC Member States.

This session was chaired by Mr. H.C. Jones, Director, Directorate for Education, Vocational Training and Youth, Directorate-General V, Commission of the European Communities.

- A plenary working session on the aims and procedures of the Conference.
- Eight working groups in parallel, according to the following *disciplinary areas* :
  - Architecture/Art & Design/Geography/Regional Studies/Urban Studies
  - Business Studies/Management
  - Engineering/Technology
  - Languages/Literature/Linguistics
  - Law
  - Natural Sciences/Mathematics/Medicine/Dentistry/Psychology
  - Social Sciences/Political Sciences/Economics
  - Teacher Education.

These groups met for a total of three hours over two sessions.

- Eight working groups in parallel, according to the following *special topics* :
  - Academic recognition and credit transfer
  - Foreign language preparation for study abroad
  - Management and funding of Joint Study Programmes
  - New Information Technologies in Joint Study Programmes
  - Evaluation techniques
  - Staff exchange-based Joint Study Programmes
  - Work experience abroad within Joint Study Programmes
  - Post-Joint Study Programme employment experience.

These groups met for a total of three hours over two sessions.

- Ten working groups in parallel, one for each *Member State* of the European Community. These groups met for a total of three hours over two sessions.
- Seven free workshops, lasting 1 3/4 hours, on the following topics :
  - The use of microcomputers as tools for the development of reading and writing skills of 'less able' students

- Computer networks for academic research and teaching
  - Fieldwork assessment within Joint Study Programmes
  - Languages for engineers
  - Training of medical specialists within Joint Study Programmes
  - Joint Study Programmes and development cooperation within the framework of the Lomé Convention
  - Joint Study Programmes and transfrontier regional cooperation.
- Closing Plenary Session, with communications by :
- The Rapporteur-General for the Conference, Professor J. Sperna-Weiland (Erasmus Universiteit Rotterdam)
  - Mr. P. Sutherland, Member of the Commission responsible for Education, whose address was entitled ' Higher Education Cooperation and the Community : Ways Ahead '.
- This session was chaired by Mr. H.C. Jones.



### III. GENERAL RAPPORTEUR'S REPORT TO THE CONFERENCE'S CLOSING PLENARY SESSION



Over the last few days I have been floating through the Conference, I have been listening to the discussions in the working groups, I have attended meetings with the convenors, I have read their conclusions and recommendations, and during the night I have written this report. While floating through the Conference, I have been impressed, and very much so, by the enthusiasm with which hundreds of teachers and thousands of students are working in Joint Study Programmes, by their commitment to the invention and construction of a truly European education, by their determination, in spite of all the obstacles they find on their way, to continue their time-consuming work. Throughout this Conference a truly European consciousness has been manifest, participating in it has therefore been an encouraging and stimulating experience, for me and, so I hope, for you as well. If, at any time, we are overcome by despair about Europe, we should remember the experience of the days in Brussels. Sometimes and somehow, Europe is real.

When this Conference was in the making, I had several conversations with officials of the Commission of the European Communities and the staff of the Office for Cooperation in Education. I imagine that, while working on this Conference, they have been thinking all the time of Murphy's Law. You may know that this law gives a description of rather complex patterns of

human behaviour, but it begins with a very simple statement : ' If anything can go wrong, it will '. The officials of the Commission and the staff of the Office for Cooperation have done their work so carefully, that nothing could go wrong, or at least that so far nothing has gone wrong. As the chairman cannot do that himself, I consider it my duty to thank him and his colleagues and the staff of the Office for their admirable work.

I should like to thank the Convenors of the working groups for their help, which I gratefully accepted, in providing the essential data for this report. If I am going to give anything resembling a correct summing-up of the discussions, conclusions and recommendations, this will be thanks to them alone. Of course, the responsibility for the report is entirely my own, but without their help I would most certainly not have succeeded in fulfilling my task. Whether even their help has enabled me to fulfil it, remains to be seen.

I am bound to confess that, after having read all the papers which the Convenors have handed to me, I felt lost, there were so many important and highly pertinent considerations and recommendations that I could not see the wood for trees. I therefore decided to concentrate on a relatively small number of issues which had been mentioned by many groups and to insert as much of the material as possible. I am confident that you will recognize many of the things you have been talking about, but a number of recommendations are left out. For your consolation I can tell you that there will be a written report of the conference in which there will be room for all your recommendations, and besides, the Office for Cooperation in Education has a copy of all the papers which I received, so that in one way or another, your recommendations will certainly find their way into the decision-making process here in Brussels.

I should like to continue by saying a few words on the importance of the subject we have been talking about over the last few days. The subject is so important, since when speaking about Europe and the European Community, we tend to forget that Europe does not exist and that all the rhetoric about the European Community does not alter the fact that, after nearly 30 years of EEC, the Member States still do not really form a Community. One of the reasons for this regrettable state of affairs is perhaps that we have been concentrating too much on agriculture, technology and economics. Now these are by no means unimportant, since they enable the European countries to compete with the United States and Japan ; but when we try to bring about a European consciousness, which goes beyond the boundaries of the nations, what we need is not more of these things, but something which is different, though not unconnected. We shall, in fact, have to venture further into the fields of education and culture. Fortunately, there now seems to be in what we are in the habit of calling the European Community, a growing awareness of the necessity of this venture.

## The Future of International Cooperation

I shall deal with the most important recommendation immediately. Many groups have been thinking about the *future* of international cooperation between European universities and about the further development of the Joint Study Programmes. The overwhelming feeling seems to be that the Joint Study Programmes, some of which have now been in existence for five or six years or even longer, are a success. With the help of the Commission and the Office for Cooperation in Education which assists it in this work, we have succeeded in developing a quite considerable number of good Joint Study Programmes. Students have begun travelling all over the Community, as have teachers at higher education institutions. Both students and teachers seem to be quite happy with the unique experience of a period of study or lecturing abroad.

That, however, does not remove the fact that only one student in a hundred has had the opportunity to spend a period of study in another EC country, and that 99 % of the students have stayed at home. Admittedly, there has been a most promising development since the first Joint Study Programmes started in 1976, but even now international cooperation at the level of the European Community is marginal. For many universities, and for the large majority of the other institutions of higher education it even seems to be less than marginal. Some of the working groups have been wondering why there are not more means available for programmes which 1. constitute the core of international cooperation, 2. are not at all expensive, 3. are generally efficient.

I have good reasons for supposing that I express the general feeling of this conference when I call upon the Member States and the Community institutions (Commission, Parliament, Council of Ministers) to provide the means for a further development of a great variety of Joint Study Programmes. Not 1 %, but at least 8 or 10 or even 15 % of the students should have the opportunity to acquaint themselves with the way of life, the manner of learning and working, in at least one of the other Member States. If this does not take place, the Joint Study Programmes will remain as marginal as they are at present, and the idea of a European Community will not get the chance of materializing. Some of us are quite confident that in a new action programme something substantial *will* be done, and we all think that something very substantial *should* be done.

We think that the further development of the European Community depends to a large extent on the presence in Europe of a high number of graduates who have had a direct experience of studying and living in another Member State, and who have had the opportunity to get acquainted with its culture.

At this moment I cannot resist the temptation to quote from the Conference document. In the text which was written for the working group of the

Federal Republic of Germany, I found this statement: 'The ruling on rapeseed and sunflower seed costs the European Community budget approximately one thousand times more than the subsidization of the Joint Study Programmes of European institutions of higher education...'. I do hope that this is not true.

## **Information**

Another problem mentioned by many working groups has been that of information. In the Community, there are some 3,500 institutions of higher education and each of them has a number of faculties, departments, or whatever they may be called. Only a small minority of these institutions (approximately 1 in every 6) are engaged in Joint Study Programmes supported by the Commission, and with regard to other forms of international cooperation the situation is little better. This may be due to a lack of imagination; in that case the information is available, but no-one has seen the importance of such programmes. In many other cases, however, the information is not available or it remains unnoticed.

Much is certainly being done, and much has already been done to bridge the information gap. There is a Community-wide network of Information Centres on Academic Recognition; there is a Student Handbook, the fourth edition of which is about to be published; the first edition of a Directory of Higher Education Institutions in the European Community was published in 1984; the first edition of a Directory of Community Grants Awarded has just appeared. There will be, and that in my opinion is even more important, a Joint Study Programmes Handbook, the draft of the first edition of which has been presented to you; then there is 'DELTA', the newsletter on higher education cooperation, which appears twice a year; finally, there are other publications and studies on key questions relating to cooperation in education, of which I shall only mention the book written by Guy Neave, 'The EEC and education', which contains an excellent survey of cooperation in higher education. And yet, disappointing as it may be, and as it certainly is, many institutions and many people within the institutions are hardly aware of the existing facilities for cooperation within Europe.

The answer to this regrettable situation is not more information. The fact is that Heads of universities and other higher education institutions receive considerably more information than they can possibly manage. The result is that many of them are not very well informed. Here, in my opinion (but I am only reflecting the opinion of some of the working groups) is one of the tasks of those assembled here. All of us should try to convince our colleagues of the importance of the available and abundant information about the facilities for cooperation (the Joint Study Programmes, etc.) and it goes without saying that the help of the press in making the facilities for higher education cooperation more widely known, is most important. Then there

are other international organizations such as, for instance, the Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities, which could help us, but we can only reach the grass roots level, where things happen, when *you* spread the word, too.

On information there were some further remarks, which I can only indicate ; a consistent information policy should spread the word not only to higher education institutions, but also to national governments, ministries of education and the industrial world. First, government. I received a paper from the group of the United Kingdom which mentions ' the sorrow that a recent draft government planning paper on higher education made no reference to European exchanges, and that other government agencies also fail to include the European dimension in their policy and planning '. I wonder whether things in some other Member States and my own country are very different.

Then, the industrial world. Industry has to know what is going on in the field of higher education and particularly in the field of international cooperation. In one of the groups even the word ' marketing ' has been used, and I think that that is not at all a bad idea. If the industrial world is going to profit from the experience of graduates who have been studying and working in two or three of the Member States, as it certainly will, then industry must become the target of a consistent marketing strategy. Yesterday I was told the story of a young economist who got a leading position in ICI, and one of the reasons for his selection from the many applicants was that he had participated in a Joint Study Programme and had been living and working in one of the other Member States of the Community. I certainly do not imply that participation in a Joint Study Programme is the shortest way to success. I do remark, however, that ICI was interested in exactly this qualification.

## **Recognition**

Many groups have been talking about recognition. That, of course, is an important issue, and it is as controversial as it is important. On the one hand, if there is no formal recognition of periods of study abroad and of the work which has been done in another Member State, mobility becomes much less attractive, since in a way it is a loss of time. Of course, we can say that it is not really a loss of time, that the experience is valuable in itself etc., and in saying so we are certainly right ; but very often the way in which reality is *perceived* is more decisive than reality itself (I am, by the way, well aware of the fact that it is a matter of argument whether there is such a thing as ' reality itself '). Therefore, recognition is an issue and it should have the attention of all those who are involved in the promotion of student mobility, at the level of the institutions, at the level of the governments of the Member States and of course at Community level.

On the other hand, there are many complications. If there were one system of higher education throughout the Community, if all the institutions were roughly on the same level, if they all applied roughly the same standards, the problem would be relatively easy. In that case we would simply have to do away with institutional and perhaps national arrogance. But that is not the case. Within the Community the systems of higher education are widely different ; the institutions are definitely not at the same level and they certainly do not apply the same standards.

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

Some groups have been discussing the idea of a European Certificate for students who have been involved in Joint Study Programmes which imply a considerable period of study abroad. Such a certificate, it was argued, would at least be some sort of recognition. But then of course the question comes up which authority should award such a certificate and what its value would be. About recognition many other things have been said, but I have to drop the subject, since I am running out of time and there are some other subjects which I have to mention.

## **Integration**

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

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

Then in several groups there has been a discussion about some sort of integration of industry into Joint Study Programmes, in the sense that work placement arrangements might be part of a period of study abroad, not only in the fields of Engineering and Business, but in other fields as well. I cannot even try to give a summing-up of the discussions on these important points, which affect the Joint Study Programmes rather deeply, but they were the subject of broad consensus.

## **Joint Study Programmes Scheme**

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

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

## **Languages**

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

## **Students**

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

There are many other things which I should like to dwell upon, but my time has run out and I have to finish. I do so after having said that for me the conference has been a most encouraging experience, in that it has once more convinced me of the importance of international cooperation. The European universities can give a major contribution to the construction of ' The Citizen's Europe ', which is sometimes oddly called ' The People's Europe ', but the construction of this Europe will only be possible if the European universities play their part, working together in this process with the institutions of the European Community. Finally, the Conference has also convinced me that after all, sometimes and somehow, Europe is real.

#### IV. FINDINGS AND RECOMMENDATIONS OF THE WORKING GROUPS



This section constitutes a summary of the main findings of the Conference and the recommendations which arose out of them. The vast majority of the working group reports were essentially structured to take account of three elements :

- i) a brief descriptive outline of the Joint Study Programme(s) under review ;
- ii) a listing of the problems encountered in setting up and running the programme ;
- iii) the identification of possible solutions to the problems.

Although the descriptions of the individual Joint Study Programmes are fascinating, for the purposes of this short volume the more global issues (problems and recommendations) will be discussed, with references made to particular Joint Study Programmes where they serve to illustrate a point more vividly.

The main problems highlighted by the working groups and referred to in most of the reports can be summarised under the following headings :

- financial problems – the adequacy of current funding levels and the timetable for allocation of funding
- duration of Joint Study Programme funding
- foreign language problems
- academic recognition and certification

- information – both within the individual Joint Study Programmes and to the general public

A number of other issues were raised :

- research
- cooperation between higher education-industry
- selection criteria for Joint Study Programmes
- the impact and use of the new technologies.

These topics and issues are dealt with in turn in the following paragraphs.

## **Financial Problems**

The most significant obstacle to a successful Joint Study Programme was, by unanimous acclamation, the lack of adequate funding. The Commission's policy so far has been one of ' pump-priming ' – a relatively small sum is given to start the ball rolling and to encourage the organisers to widen their field of action, and in theory, national administrations and the higher education institutions will in the longer term accept financial responsibility for the cooperative initiative. ' Unfortunately ', as one of the participants at the Conference said sadly, ' there is no pump ! '. Often, the Joint Study Programme grant is a major financial resource of a project. Should this fail to come through, the project either continues on a limited and therefore much less valid and interesting basis or, even worse, in the participants' eyes, comes to a complete halt and has therefore proved to be a short term investment without long-term benefits.

The *amount* of money made available was considered by the Conference to be woefully inadequate to cover the costs of all the activities thought to be essential for the successful running of a Joint Study Programme. The loudest cry was for some kind of student grant or aid to enable students to maintain themselves whilst living abroad. It is *always* more expensive to live and study abroad when there are no funds coming in. Other areas which were usually covered by the grant, and for which no alternative funding is available, included staff and student travel and subsistence expenses, and the realisation and production of teaching materials.

Another aspect underlined by most of the participants was the manner in which the financial resources were handled. The present scheme whereby the actual grant can be used only during the period between the date of notification of the award and the closing date for the submission of the report and the statements of expenditure was deemed to be unsatisfactory. The actual payment date was often felt to be tardy and this necessitated pre-financing by the Programme Directors and/or the individual departments, a state of affairs which was thought to be unacceptable.

## **The Duration of Joint Study Programme Funding**

Linked to the previous point, there was unanimous agreement that one-year funding was too short for the establishment of a successful programme. Most participants agreed that a multiannual grant (three years seemed to be an acceptable average) would ensure that a Joint Study Programme would be properly planned and implemented, since the preparation time would not be rushed in an attempt to get the programme on its feet and produce 'results' before it was ready. The reasoning behind this thinking stems from the knowledge that, in academic matters, long-term planning is essential for presenting well-structured programmes. Any uncertainty as to whether a project will benefit from a grant in future years can also severely hamper its successful implementation. This factor is especially important where the programme has to build in carefully planned arrangements for foreign language tuition.

## **Foreign Language Problems**

The issue of the language used in an international cooperation context was at the centre of a number of debates. It was generally agreed that language difficulties continue to be one of the greatest obstacles to academic mobility. This was all the more true in the case of those programmes run in so-called 'minority language' Member States (Italy, Denmark, Greece, the Netherlands) whose languages are not widely taught, if at all, in schools and higher education institutions in other Member States. The inevitable result of this was that *either* English had become the 'lingua franca' of a number of Joint Study Programmes, thus reducing even more the need to study the language and culture of other countries, *or* the language barrier acts as a disincentive towards exchange programmes involving the states referred to above. Both these alternatives were viewed with dismay and some misgiving by the participants, with one group going so far as to put the problem in the following extremely harsh terms :

' The future of Europe in linguistic and cultural terms is at serious risk : the so-called 'minority' languages such as Dutch, Irish or Italian, need protection and support. A strategy for linguistic pluralism is strongly needed to counteract the hegemony of English as a foreign language (and of French as a foreign language in the English-speaking context). The English-language monoculture is a real threat on the cultural fabric of EC countries and on the sense of identity of their citizens : a policy of positive discrimination in favour of minority languages/culture is, therefore, imperative. '

## **Academic Recognition and Certification**

Certification of participation in Joint Study Programmes was seen to be essential. It was generally thought that the certification of student participa-

tion increases the 'acceptability' of Joint Study Programme involvement as an alternative to undertaking the totality of a course in the 'home' country.

Considerable attention was paid to the topic of a suitable award for students who successfully participated. There seems to be a significant move towards such students obtaining an award from both their host and their home institution. However, these awards are usually the same as those which the student would receive if he or she were to complete the entire course within one Member State's institution. This means that they do not in fact reflect the European dimension of the study period undertaken. Since student mobility is only really meaningful if it also receives adequate recognition, most participants felt that the period spent abroad should be explicitly referred on the final degree certificate. An example of how this could be done is shown with the Joint Study Programme launched by the Université de Savoie at Chambéry where the university issues a Franco-Italian degree which has full recognition in both countries.

Discussions on this theme rapidly revealed the profound differences between educational systems in Member States and, a fact not to be ignored, the constraints arising from needs and requirements of the professions. It was underlined that, although universities might enjoy the greatest freedom in working out common curricula and courses, the fact remained that many professional examinations imposed limitations on universities' freedom of action.

There did not seem to be general agreement on the issuing of what could be called a 'European Diploma', since this raised a number of delicate points, not least that of the autonomy of the universities. On the other hand, the idea of 'European Labels' attached to degrees and diplomas offered on a European basis was generally acceptable.

Almost all the participants were in favour of seeing the EC Network of Academic Recognition Centres study the question of the recognition of diplomas in greater detail. Though they were perfectly conscious of the problems at issue, they were also sure that this would not weigh too heavily if Member States were really committed to European cooperation in this field.

The reactions of the Conference to the suggestion by the Commission of the European Communities of introducing a 'European Community Course Credit Transfer System' ('ECTS') were mixed. The majority of participants had reservations about such a scheme since it would involve an authority outside the immediate academic world of the university. This would mean a lessening of the autonomy of each institution in its responsibility for awarding diplomas, etc...

## Information

Information provision on the Commission's Higher Education Cooperation Programme came in for a certain amount of criticism. There was support for the suggestion that universities and colleges might co-ordinate their activities, perhaps by appointing, in each third-level institution with more than two thousand students at degree-level, an academic staff-member responsible for disseminating information, co-ordinating programmes, and gaining access to policy statements from government departments and semi-state bodies active in the field of higher education cooperation. It was recognised that there were excellent sources of information available to colleagues, but that there was still the danger that individuals failed to identify the relevance of a particular programme to their own needs, and that there was also a need to coordinate the response of third-level institutions to these programmes. It was agreed that the participants in the Conference had a clear function as multipliers of information about and interest in the Joint Study Programmes.

There was also general agreement that individual institutions should designate a particular member of staff who would have responsibility for passing on to colleagues information on matters of Higher Education Cooperation in Europe. It was agreed that, while such a person might not necessarily be able to sift through some of the more extensive documentation, the existence of such a person should ensure that information is not distributed within an institution in an undirected, and therefore potentially ineffective, manner.

An especially strong recommendation was made to the Commission of the European Communities to become more involved in the advertising and marketing of its Joint Study Programmes. Although up-stream information among students of the European Community was felt to be more the duty of academic institutions and Joint Study Programme personnel, the general consensus was that down-stream publicity (among professional associations and prospective European and other international employers) largely fell within the responsibility of the Commission.

A series of steps were suggested to that effect, the results of which would be the construction of a complete information and advertising network for a better marketing of Joint Study Programmes :

- (a) the first recommendation concerned the bringing together of particular professional categories represented in the Joint Study Programmes, so that the information might circulate among them ;
- (b) the next step would be to inform the professional associations representing the various sectors of the Joint Study Programmes in their disciplines and, concurrently, to ask for their support in terms of recognition and of advertising to the professional world.

They, of course, could also be very helpful in suggesting structural or

content modifications for the building of Joint Study Programmes best answering the needs of the professions. These associations were often said to be rather inert and inefficient, and strong efforts would need to be made to involve them in this work ;

- (c) the final step, which would be the apex of the network, would be to advertise the schemes within the European (and international) professional world, which is hardly aware of the existence of Joint Study Programmes in most domains.

## **Research**

While it was agreed that Joint Study Programmes should not be used to support research as such, there was a strong feeling that Joint Study Programmes should extend right up to doctoral level. This would mean that it would be possible to include periods of research training, either in universities or in industry as part of a Joint Study Programme.

Particular importance was attached to the involvement of industrial research laboratories and also government and private research institutions in Joint Study Programmes of this type. Training in the procedures of research and development was seen to be a vital component in the struggle to make European industry competitive on the world market. Industry should be made the full partner of the universities at all levels in the education process, both undergraduate and postgraduate.

Another issue extensively debated was the relation of research issues themselves to Joint Study Programmes. The suggestion was made to relate the academic framework of the Joint Study Programmes with other more problem-oriented and EC policy-related issues. Under this approach, a scheme could be visualised through which the objectives of academic cooperation of the Joint Study Programme are still served, while developing even closer connection with the 'real life' problems, objectives, and research agendas of related efforts in the Community at large.

## **Cooperation between Higher Education and Industry**

In a world dominated by new technologies and ever-expanding fields of interests, the academic world cannot afford to ignore the role and impact of the new technologies in education and the interaction between learning and economic life. Where once students could remain within the enclosed, charmed circle of their universities, this is no longer possible. The participants were in almost unanimous agreement on this point. For universities and institutions of higher education to ignore the need for close cooperation with industry and the modern world of new technologies would be tantamount to denying the best possible education for their students. It is not only a question of preparing students for the world of work at the demand of that

world, but also that today university students need to be able to relate their experience to the needs of that outside world. Ivory towers have their uses but are limited in today's world of frenetic activity and rapidly expanding technologies. The Commission's new proposal, COMETT, was warmly welcomed by the participants as an encouraging step in the right direction. The interaction of university and industry was also seen as essential if Europe is to remain competitive in the world market.

### **Selection Criteria for Joint Study Programmes**

The participants felt, to a greater or lesser extent, that the criteria for selection should be more transparent. There seemed to be no doubt in the minds of all present that the JSPs were selected according to strict criteria concerning quality and feasibility. They considered however that these should be made clearer either in the scheme details or in the refusals for financial aid if these depended on reasons other than lack of resources.

### **Impact and Use of New Technologies**

More time and space should be devoted to the impact and use of new technologies in JSPs. Just as subjects like history and mathematics have their place in the higher education world so too, and perhaps more, do the new instruments of learning. This was the message which a number of participants involved in the field insisted upon.



## V. SUMMARY OF THE SPEECHES

### ● **Summary of Communication by the President of the Commission, Mr. J. DELORS**

Owing to pressing engagements relating to the preparations for the then imminent Luxembourg Summit Meeting, Mr. Delors was unable to attend the Opening Plenary Session as foreseen. On his behalf, Mr. M. Richonnier, Member of the Cabinet of Mr. Sutherland, read out a communication from Mr. Delors, the main points from which were as follows :

1. M. Delors presented his great regret at being prevented from attending, especially in view of the fundamental role which education and training, in his view, played in today's Europe. Not only is education a vital priority for societies undergoing change and having to ensure that their ' human resources ' were adequately trained, education also played a key role in promoting a sense of European identity.
2. To those ends, Europe was not to be simply taught in our schools and universities, but had to be lived in concreto through greater mobility of students and professors within the Community. Those attending the Conference were witnesses to this need and Europe could be comforted by the dedication which had already been shown to university cooperation by those having developed Joint Study Programmes over the past ten years.
3. Europe was at a turning point, with greater aspirations towards working together in the historic task of building Europe and overcoming the egoisms and self-interest which could not be allowed to obstruct progress towards an effective Community.

Mr. Delors would follow with great interest the results of the Conference, with the certain knowledge that they would contribute much to the European cause which was the common cause of all present.

### ● **Summary of Speech by Mr. F. BODEN, Minister of Education, Luxembourg**

Mr. Boden made the first address to the Opening Plenary Session, and the following were the main points included in his speech :

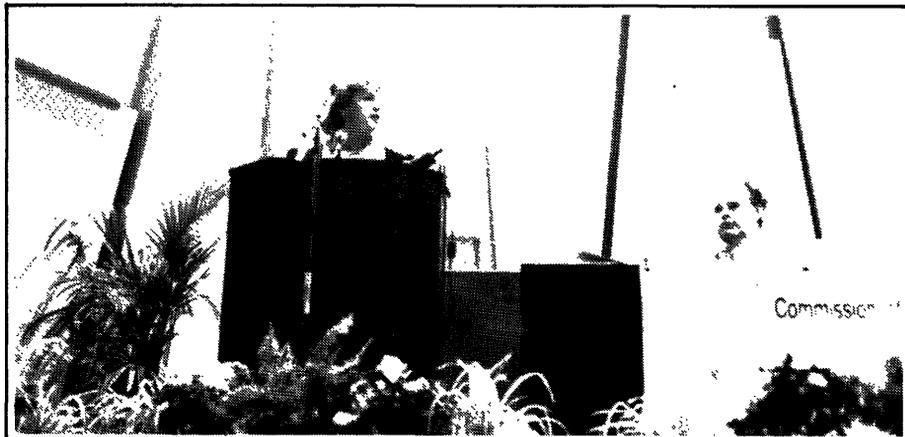
1. In the early 1970s the whole question of education policy within the Community was a disputed one, with no agreement on the legal basis for Community actions in education, far less a Community policy for education. Progress since then had been remarkable, particularly since the approval of the 1976 Action Programme in the field of education, which promoted Community policies and actions in areas such as better mutual knowledge of education systems, higher education cooperation, academic recognition, staff and student mobility, and foreign language teaching.

2. Within that perspective, the Joint Study Programme scheme sat at the centre of Community achievements, having assisted in promoting integrated and recognised study abroad, staff exchanges, and jointly arranged teaching.
3. Considerable achievements had also been made in regard to information provision, both through the series of publications on higher education cooperation and through the creation of information networks, notably Eurydice, the Education Information Network of the European Community, and the network of Information Centres on Academic Recognition. Such networks should be further developed without delay, using the technology which was now available for that purpose.
4. Successive meetings of the Education Ministers meeting within the Council had demonstrated the Council's will to eliminate obstacles to academic mobility. The current priorities were now for action to expand provision for Joint Study Programmes and integrated periods of study abroad, to improve arrangements for academic recognition, to intensify inter-university exchanges and foreign language teaching programmes.
5. Such efforts were one part of a vaster endeavour towards a more united Europe. As a representative of a Member State which had to send the major portion of its higher education students abroad to complete their training, Mr. Boden drew attention to the special relevance of such efforts for his own Member State.
6. The interest in more intensive cooperation and mobility was, however, matched by a concern to ensure that the interpenetration thereby achieved was not at the expense of heterogeneity. There was no wish to see the national, regional and local particularities of Europe diminish or disappear, and in that respect the Conference should seek to multiply convergences which created links and reduced the divergences which served to separate. Mr. Boden looked forward to receiving the results of the Conference and to transmitting them to his colleagues within the Council.

● **Summary of speech by Mme N. PERY, Vice-President of the European Parliament**

Mme Péry's speech to the Opening Plenary Session included the following main points :

1. The ideas of cooperation, exchange and mobility within Europe were not new, but could be considered as an extension of traditions built up in the medieval ' golden era ' of university development. The 1976 Action Programme of the Community had enabled concrete actions to be undertaken in furtherance of such ideas and the European Parliament had always supported such actions.
2. As Rapporteur on higher education cooperation to the Parliamentary Committee on Youth, Culture, Education, Information and Sport, Mme



Péry had visited several Joint Study Programmes of various types. While being convinced of the clear European commitment of the directors of those programmes. She nevertheless identified continuing major obstacles to programme development, namely funding, language, differences in educational systems and structures, and difficulties in connection with academic recognition.

3. Concern with these difficulties led to the Parliament's Resolutions on higher education cooperation and on academic recognition. Those Resolutions, inter alia, call for greater support for Joint Study Programmes, the success of which was clear from the greater employment prospects of graduates from such programmes.
4. In particular, the Parliament was instrumental in obtaining the creation of new budgetary provision for the support of students undertaking study periods abroad within Joint Study Programmes. In 1986, the Parliament is calling for this provision to be trebled to 1.2 MECU, and Mme Péry made a strong plea to the Council to agree to this increase and not to accept the cut in that sum (down to 0.5 MECU) recently recommended by the Budget Committee of the Council.
5. As well as Joint Study Programmes, there are other elements indispensable for effective university cooperation. In particular, academic recognition is vital, and in that context the Parliament supported the recent initiative of the Commission in proposing a directive for a global system of recognition of qualifications.
6. Higher education will have a key role to play in the creation of a free internal market within the Community, as called for by the President of the Commission, Mr. Delors. For that reason, the efforts of those engaged in such cooperation should be financially supported so as to allow them to multiply and thereby effect a material increase in mobility and cooperation for the benefit of young Europeans.

● **Summary of Opening Speech by Mr. H.C. JONES, Director, Directorate for Education, Vocational Training and Youth, Directorate-General V, Commission of the European Communities.**



Mr. Hywel C. Jones opened the proceedings. In his opening speech he touched upon a number of points which he felt were essential to bear in mind during the work of the Conference :

1. This Conference marked the tenth anniversary of the Community's Action Programme, a programme which reflected the political commitment of Member States to cooperate in the field of education by identifying common problems and issues and then working together in developing a European dimension to education.
2. The Commission's work in higher education was designed to build a different kind of Europe where universities and other higher education institutions could come together in partnership to learn more about more effective ways of planning and developing their teaching programmes, where they could set up joint courses and teaching arrangements, drawing upon their respective strengths and expertise, and arrangements where students could choose courses which gave them experience of life in another Member State and equipped them to become citizens of a modern European community. It seemed important here to remember in this context that young people were eligible to vote now in the European elections.

3. The development of Joint Study Programmes had in particular allowed the Commission to play a valuable role in giving cooperation a tangible, practical meaning with very precise objectives underlying those programmes. The scheme was now in its tenth year of operation, with nearly a hundred grants a year, and more than 400 joint programmes had been promoted with about half involving student mobility of one kind or another and covering the widest possible range of disciplines. He recalled that these programmes had frequently helped to solve or circumvent administrative and practical difficulties which had often impeded student exchange arrangements in the past.
4. Since 1984, following a ministerial decision, a network of information centres had been formally designated in each Member State and, working with the Commission, advised students, parents and employers about arrangements for the official recognition of foreign qualifications and study periods.
5. The idea of the European Community as a catchment area for all institutions of higher education had gradually become an important objective, related to the major efforts which were now being made to build up the Community's economic strength, to remove the remaining barriers to internal trade and, more especially that year, to reinforce the Community's identity in the minds of its citizens as something that was meaningful for the ordinary citizen and not just something one read about controversially in the press.
6. There was, at present, a proposal for the mutual recognition of diplomas for the purpose of practising a professional activity in a Member State other than the one in which the original qualification had been obtained. It must be recognised that there was a very close link between educational mobility and occupational mobility. In practice, student mobility would continue to depend upon the patient efforts of cooperation between the institutions of higher education in the different Member States, identifying and overcoming technical obstacles and building on their common desire and commitment to establish positive partnerships.
7. Mr. Jones called upon the participants to put together their collective insights and wisdom on the problems and hopes for the future, to indicate their immediate short-term difficulties or questions and address them, and to spell out their aspirations and hopes in order to give a strong and significant boost to this programme of cooperation that respects the diversity of interests that are reflected in the composition of the Conference.
8. He urged participants from the countries which had not participated strongly in the programmes as yet to take every opportunity to put forward their ideas, thereby contributing to the discussions with their particular expertise and knowledge.
9. The explicit and transparent presentation of study abroad experience

and its recognition was very important to all concerned and this must be recognised since otherwise the European dimension of an experience would always be seen as an optional extra luxury and not as an integral, vital part of a total degree programme.

10. He announced that the Commission was in the final stages of formulating proposals on higher education cooperation and that the deliberations and findings of the Conference would be taken fully into account.
11. Finally, Mr. Jones encouraged the participants to take every opportunity to meet each other and to lay the foundations for new relationships and possible contacts for joint schemes.

● **Summary of Speech by Mr. P. SUTHERLAND, Member of the Commission responsible for Education**



As the concluding contribution to the Closing Plenary Session following the Rapporteur-General's report, Mr. Sutherland gave an address entitled 'Higher Education Cooperation and the Community : Ways Ahead'.

The main points of the address were as follows :

1. The Conference had brought together all the range of authorities and individuals whose collaboration was necessary in order to make university cooperation work. It was to be hoped that all concerned would take the measure of the deliberations during the Conference in order to translate the results into action on their return to their Member States.

2. Since the previous Joint Study Programme Conference in 1979, participation in such programmes had expanded from 86 to nearly 500 programmes. The range of the programmes, across countries, disciplines and programme types had become much more representative of higher education as a whole, but the quantitative scale of the scheme remained at a pilot level.
3. Economic, social, political and technological change in Europe now demanded that the manpower engaged in international affairs and trade be versed in the complexities of different national contexts. A Community policy towards human resource development was essential, and the COMETT Programme (Action Programme of the Community in Education and Training for Technology) was one of the Commission's responses to the new needs.
4. Following the COMETT Programme, the Commission should undertake a new action programme for the promotion of student mobility, designed to achieve mobility levels of 10 % by the end of 1992, the date set for the completion of the Community's internal market. This programme should not only promote student mobility, but also the staff mobility and joint curriculum development supported also under the Joint Study Programme scheme. The title favoured for this new action programme is ERASMUS (the European Community Action Scheme for the Mobility of University Students).
5. The major ways in which the Commission intends to support student mobility would be through direct student support by means of an enhanced European Community Student Grant Scheme through increased support for inter-university student exchanges, operated in collaboration with Member States, through an experimental European Community Credit Transfer Scheme based on the voluntary assistance of individual higher education institutions, through greater resources for foreign language training, and through better information and counselling support concerning study abroad, particularly at Member State level.
6. For the above, the acid test would be money. The Community should be ready to face up to the quantum leap which was necessary if meaningful levels of mobility and cooperation were to be achieved. Quoting Jean Monnet (' If I had to do it again, I would start with education. '), the Commissioner ended by urging those present to accept a missionary role in their own Member States in convincing those concerned of the need for and value of greater efforts and funding for the actions he had described.



## VI. CONCLUSION

The Conference set out to consider the past as far as the development of Joint Study Programmes is concerned and to map out their future at a time when important changes are in the offing for cooperation in higher education. The sometimes critical but always good-willed attention that was paid to the various aspects of higher education cooperation during the Conference is illustrated by the numerous recommendations which have emerged.

Mr. H. Jones said at the opening of the Conference : ' An important point in this programme was that the commitment of the Member States was a political one, a commitment to cooperate. Cooperation has both political and institutional connotations. '

If the 12 Member States of the European Community intend to put flesh on the bones of their commitment they can no longer hesitate. The way forward has been shown. It now remains their responsibility to back their words with action.

Office for Cooperation in Education  
Brussels, March 1986



## AN INFORMATION NOTE

**The Joint Study Programmes Scheme (JSP)  
of the European Communities**

## 1. INTRODUCTION AND BACKGROUND

In the first Action Programme in the field of Education, adopted by the Council and the Ministers of Education in 1976, particular emphasis was given to the promotion of cooperation in the field of higher education, notably by the development of « Joint Programmes of Study » between institutions of higher education in different Member States of the European Community. This decision was predominantly motivated by the conviction that the level of academic cooperation in higher education in the Community, notably in respect of the mobility of students and staff, was inadequate and that measures therefore needed to be taken to stimulate the further development of such cooperation.

The « Scheme of Grants for the Development of Joint Programmes of Study » (JSP

Scheme) was introduced by the Commission of the European Communities pursuant to the decision indicated above in the 1976/7 academic year. Since 1978/9, the Commission has been assisted in the administration of the Scheme by the European Institute of Education and Social Policy (formerly : Institute of Education of the European Cultural Foundation). In particular, the Institute has been given the responsibility of receiving and processing all applications for support under the Scheme, administering the contracts with grant-holders, maintaining contacts with projects supported, evaluating the progress of such projects and of the Scheme generally, and disseminating information has been carried out by the Institute's Brussels Office, since May 1982 entitled the « Office for Cooperation in Education ».

## 2. TYPES OF COOPERATION SUPPORTED

The grants provided by the Commission are intended to foster the development of « Joint Programmes of Study », i.e. cooperation between institutions of higher education from different Member States with a view to the joint development of courses of study or parts of such courses. In order to be eligible for an award, such cooperation must have as its aim the establishment of arrangements whereby

a) students are to spend a recognised and integrated part of their course in at least one of the partner institutions in another Member State, and/or

b) parts of a course in each institution are

to be taught by staff members from at least one institution from another Member State, and/or

c) courses or parts of courses are to be jointly produced for introduction into the teaching programmes at all the participating institutions, even where no staff or student mobility is involved.

« Joint Programmes » in any subject, at any level and at any type of higher education institution can be eligible for support. However, projects whereby entire degree courses or substantial components of such courses are to be jointly planned, are generally given priority.

### 3. TYPES OF GRANTS AVAILABLE

Two types of « Joint Programme of Study » grants are available :

1) *Preparatory Visit Grants* to enable members of staff from institutions of higher education to explore the possibilities of cooperation with one or more institution(s) of higher education in other Member States. These grants were first created in 1983.

II) *Development Grants* to enable members of staff from institutions of higher education to plan and set up a « Joint Programme of Study ». Such grants may be used for the following purposes :

a) travel and subsistence expenses incurred by representatives of institutions attending meetings connected with the planning, development, monitoring or evaluation of a « Joint Programme of Study », or the extension of an existing « Joint Programme of Study » to include one or more additional institutions of higher education, in particular in Member States not yet participating in the

programme concerned, together with the expenses integral to the arrangement of such meetings ;

b) the development and translation of teaching material to be used on the « Joint Programme of Study » envisaged ;

c) other expenseds involved in developing or disseminating information about the « Joint Programme of Study » ;

d) the travel or subsistence costs of staff and students actually participating in the « Joint Programme of Study ».

In neither case, are grants intended to cover the normal salary costs of the staff of the institutions involved.

A number of grants are set aside each year for the development of new joint programmes. In addition, in well-founded cases further support is also available for existing programmes which have already received a grant in one or more of the previous years.

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### 4. SELECTION

The Commission is assisted in its decisions concerning the selection of projects to support, by an Academic Advisory Panel normally consisting of a number of heads of

higher education institutions and directors of some particularly successful joint programmes.

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### 5. AMOUNTS AWARDED

The grants awarded do not normally exceed 1.500 European Currency Units in respect of preparatory visit grants, 4.000 European Currency Units in respect of initial development grants, or – in very exceptional circumstances – 10.000 Units in respect of renewals involving a measure of « operational » funding (e.g. student or staff travel expenses for the purpose of participating in a project). However, up to now it

has not been possible to award many grants of this maximum level due to the very modest total budget available for the Scheme. In all cases, the grants are awarded to the higher education institutions as such (or staff members representing them). Student support is made available through the students' institution and may not be applied for by individual students direct to the Commission.

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### 6. SOME FACTS AND FIGURES

The Joint Study Programmes (JSP) Scheme is in 1985/86 in its 10th year of operation. The following statistical review of

its development since its inception in 1976/7 reveals the high level of response which the Scheme has experienced from in-

stitutions of higher education throughout the Community. In taking note of the figures provided, it should be borne in mind that in taking its decisions on which projects to support, the Commission has so far adopted a mainly meritocratic approach as

regards distribution by Member State, subject area and type of cooperation proposed, preferring to redress imbalance if need be by intensifying the dissemination of information to underrepresented states or sectors.

## 6.1. Applications for Support and Grants awarded

The following table shows the continuous rise in applications received since 1977 :

	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	TOTAL
<b>DEVELOPMENTS</b>											
<b>GRANTS</b>											
Applications received	110	67	88	130	198	218	240	222	268	358	1,899
Grants awarded	32	28	57	74	93	90	93	149	193	225	1,034
<b>PREPARATORY</b>											
<b>GRANTS</b>											
Applications received	-	-	-	-	-	-	-	219	248	372	839
Grants awarded	-	-	-	-	-	-	-	125	123	148	396

Since some projects receive Commission grants more than once, the number of joint

programmes supported by the Commission differs from that of grants awarded :

	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	TOTAL
New Joint Study Programmes	32	21	33	35	53	43	52	65	78	81	493

## 6.2. Distribution of Joint Programmes by Country

Not surprisingly in view of the differing sizes of the academic population in Member States, the number of joint programmes involving certain countries is considerably higher than that in others. This is particularly the case with regard to the United Kingdom, France and the Federal Republic of Germany : thus British institutions are involved in around 2/3 of all the programmes

supported so far, French and German institutions in around 1/2 each. However, recent years have seen a significant increase in the number of programmes being initiated in other Member States, as may be seen from the following table of the grants awarded to new joint programmes involving institutions from each Member State.

	B	D	DK	F	G	IRL	I	LUX	NL	UK
1976	3	13	4	14	—	2	2	—	4	29
1977	1	12	1	12	—	2	—	—	6	15
1978	2	18	4	14	—	—	5	—	6	23
1979	6	13	1	25	—	1	8	—	5	15
1980	12	26	2	27	—	5	6	—	9	34
1981	6	19	3	10	3	5	10	1	7	31
1982	8	17	6	17	4	5	12	1	14	31
1983	18	27	3	32	9	7	12	—	14	45
1984	16	38	6	37	3	3	9	—	14	50
1985	11	33	4	44	4	7	13	1	20	49

In all, the ten Member States' institutions are now involved in the following number of joint programmes: United Kingdom 321 (65 % of all programmes supported), Federal Republic of Germany 225 (46 %),

France 234 (47.5 %), the Netherlands 101 (20.5 %), Italy 86 (17.5 %), Belgium 84 (17 %), Ireland 41 (8.3 %), Denmark 33 (7 %), Greece 25 (5 %), Luxemburg 4 (0.8 %).

### 6.3. Distribution by Type of Programme

Of the 493 joint programmes which have received Commission support so far, approximately half have been ones based on mobility of students, the other 50 % being fairly equally divided between programmes

based on mobility of staff and those involving joint production of course units or teaching materials without comprising actual student or staff movement.

### 6.4 Distribution by Subject Area

The JSP Scheme has proved popular in a wide variety of academic disciplines, as the following table shows:

Agriculture.....	6 (1.2 %)
Fine Arts, Design.....	18 (3.7 %)
Architecture, Urban Studies.....	41 (8.3 %)
Business Studies.....	53 (10.8 %)
Engineering, Technology, Computer Science.....	73 (14.8 %)
Geography, Regional Studies.....	20 (4.0 %)
Languages, Literature, Linguistics.....	54 (11.0 %)
Law.....	30 (6.1 %)
Medicine, Dentistry, Psychology.....	26 (5.3 %)
Natural Sciences, Mathematics.....	40 (8.1 %)
Political and Social Sciences, Economics, History.....	84 (17.0 %)
Teacher Education.....	32 (6.5 %)
Others.....	16 (3.2 %)
<b>TOTAL.....</b>	<b>493 (100 %)</b>

In recent years, there has been a particularly significant rise in the number of programmes supported in the natural sciences, an area previously underrepresented in the

context of the Scheme. This rise is attributed *inter alia* to the efforts made to distribute information on the grants available more widely in the natural science community.

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## 6.5 Success and Failure

As indicated in Section 2 above, the Commission's JSP Scheme is of a predominantly « pump-priming » nature, i.e. the grants available are awarded to institutions for the primary purpose of facilitating the organisation and planning of projects the maintenance of which, once that planning stage has been completed, is mainly the responsibility of the institutions concerned. True, in recent years, the purposes for which grants may be awarded have been extended to include student and staff costs incurred in actually operating a programme in its early stages, but the overall budget currently available for the Scheme is such that substantial Commission support for operational activities of projects on an ongoing basis is still precluded.

Given the prevailing economic constraints, it might therefore be assumed that a high proportion of the programmes initiated with the support of the Commission would be doomed to immediate failure once that support ceased. However, the results of a survey carried out by the Institute of Education in 1980 do not fully corroborate this supposition: a substantial proportion of all programmes supported between 1976/7 and 1978/9 were at that time to some degree « operational », and even where this was not the case, it was generally felt that the experience, which the Commission support has made possible, of interacting with partners elsewhere in the Community, had usually constituted a significant academic enrichment to the departments concerned.

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## 7. EVALUATION AND INFORMATION

When introducing the JSP Scheme eight years ago, both Commission and Member States emphasised the need for adequate evaluation of the Scheme's progress and an appropriate dissemination of the results obtained. Thus, the Office for Cooperation in Education has been requested by the Commission to carry out a number of such evaluation and information activities. These may be summarised as follows:

– *Reports*: On the basis of the reports submitted by the grant-holding institutions and of discussions with project directors, the Commission's services and a number of other interested bodies, the Office for Cooperation in Education has produced a series of annual evaluation reports to the Commission, the first of which was published as No. 7 in the Studies (Education) Series under the title « Joint Programmes of Study: An Instrument of European Cooperation in Higher Education ».

– *Meetings*: In 1979, the Office for Cooperation in Education convened in Edin-

burgh at the Commission's request a conference involving representatives of all 86 programmes supported up to that time. The results are contained in the report on the Conference submitted by the Office for Cooperation in Education to the Commission and subsequently circulated to all participants. On the basis of recommendations made at the Edinburgh Conference, a series of smaller meetings in specific Member States has been organised, which are attended by joint programme directors, other interested academics and representatives of the Commission, the Office for Cooperation in Education and national authorities. Seminars of this kind have so far taken place in Bonn (1980), Milan (1981), Dublin (1981), Odense (1981), Gent (1982), Louvain-la-Neuve (1982), Rotterdam (1982), Sorrento (1983), and Crete (1983). In most instances these meetings were initiated by the Commission itself, but in some cases the initiative was taken by the participating institutions or other organisations. Subject-

oriented meetings – another recommendation of the Edinburgh Conference – have also begun, commencing with a seminar on European Business Administration in Paderborn in March 1982. A further major conference of Joint Study Programme representatives is planned to take place in Brussels in November 1985.

– *Newsletter « Delta »* : This regular newsletter, issued in all seven working languages of the Community, is entitled « Delta », and has as its primary purpose the provision of information on all aspects of joint study programmes and related matters. The newsletter appears two to three times per year.

– *Information Packages* : At the Commission's request, the Office for Cooperation in Education has begun the preparation of information packages designed to intensify

the flow of information between projects in similar fields and as a support for newcomers to the Scheme. Information packages in the fields of Teacher Education, Business Studies, Engineering, and Modern Languages have now been published in all seven working languages of the Community, and future packages on other subject areas will appear in due course.

– *General Information* : Finally, the Commission and the Office for Cooperation in Education provide information to a wide range of persons and organisations, from the European Parliament to the media, who show an interest in the Scheme, through the medium of participation in meetings and discussions or by supplying written texts to the bodies concerned.

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## 8. COOPERATION WITH RELATED SCHEMES

The Joint Study Programmes Scheme is arguably the only scheme providing substantial support – financial and informational – for higher education institutions in all ten EC Member States which are desirous of cooperating closely in the development of teaching courses with partner institutions elsewhere in the Community. At the same time, it is recognised that other schemes also exist which, each according to its own specific orientation, objectives and criteria, are pursuing similar or related aims.

Particularly in a period of severe budgetary constraints, the avoidance of unnecessary duplication of effort and resources is a

matter of legitimate concern to governments and institutions alike. At the same time, it should be recognised that the existing schemes differ in certain fundamental respects. This being so, an adequate degree of cooperation between the schemes concerned appears highly desirable. For this purpose, the Office for Cooperation in Education exchanges information with organisations such as the German Academic Exchange Service and the British Council, and the Council of Europe is invited to attend JSP selection meetings in an observer capacity in the context of ongoing cooperation between it and the Commission.

## APPENDIX II

### COMMISSION

#### **Proposal for a Council Decision adopting the European Community Action Scheme for the Mobility of University Students (ERASMUS)**

*COM (85) 756 final*

*(Submitted by the Commission to the Council on 3 January 1986)*

*(86/C73/04)*

### **THE COUNCIL OF THE EUROPEAN COMMUNITIES**

Having regard to the Treaty establishing the European Economic Community, and in particular Article 128 thereof ;

Having regard to Council Decision 63/266/EEC of 2 April 1963 laying down general principles for implementing a common vocational training policy <sup>1</sup> ;

Having regard to the proposal from the Commission ;

Having regard to the opinion of the European Parliament ;

Having regard to the opinion of the Economic and Social Committee ;

Whereas the fundamental objectives of the common vocational training policy set down in the second principle of Council Decision 63/266/EEC refer in particular to possibilities for a citizen to receive the highest possible level of vocational training which is necessary for his professional activity to meet requirements arising from technical progress relating closely the different forms of vocational training to social and economic developments ;

Whereas on the basis of the sixth principle of this decision decision it is the Commission's responsibility to encourage direct exchanges of vocational training specialists in order to enable them to acquaint themselves with and study the achievements and new developments in the other countries of the Community ;

Whereas the Action Programme in the field of education contained in the Resolution of the Council and Ministers of Education meeting within the Council of 9 February 1976 <sup>2</sup> enabled the Commission to im-

plement initial measures for the promotion of university cooperation in the Community ;

Whereas the Council and Ministers of Education meeting within the Council of 2 June 1983 <sup>3</sup> adopted conclusions concerning the promotion of mobility in higher education which already comprise first initiatives for action in fields such as funding for study abroad within the Community, academic recognition of diplomas and of periods of study, and development of university cooperation ;

Whereas the Council and Ministers of Education meeting within the Council of 3 June 1985 <sup>4</sup> confirmed the importance which they attached to promoting an intensification of inter-university cooperation in the Community and noted with satisfaction the Commission's intention to submit proposals in this regard before the end of 1985 ;

Whereas measures have been adopted with a view to strengthening technological cooperation at Community level and providing the necessary human resources for this purpose, notably through the action programme of the Community in Education and Training for Technology - « COMETT » <sup>5</sup> ;

Whereas the European Parliament on 13 March 1984 adopted a Resolution on higher education and the development of cooperation between higher education establishments <sup>6</sup> ;

Whereas the European Parliament on 14 March 1984 adopted a Resolution on the academic recognition of diplomas and of periods of study <sup>7</sup> ;

Whereas the European Council at its meeting of 28/29 June 1985<sup>8</sup> adopted the report of the *ad hoc* Committee on a People's Europe<sup>9</sup> and mandated the Commission and the Council, acting within their respective powers, to ensure the implementation of the proposals contained therein ;

Whereas the Commission, in following up the People's Europe initiative of the European Council, has attached the highest priority to university cooperation ;

Whereas in following up the European Council meeting in June 1984 the Commission has drawn up a proposal for a Council Directive on a general system for professional activities which is directly linked to the vocational training periods that precede professional activities<sup>1</sup> ;

Whereas the further development of the European Community depends to a large extent on its being able to draw on a high number of graduates who have had direct experience of studying and living in another Member State ;

Whereas the competitiveness of the Community in world markets depends on ensuring that the entire intellectual resources of the universities in all Member States are harnessed to provide top quality levels of training for the mutual benefit of the Community as a whole ;

Whereas the intellectual potential of the individual universities throughout the Community could be much more effectively exploited by providing a network for increasing student and university teacher mobility and other forms of inter-university cooperation throughout the Community ;

Whereas the Conference on Higher Education Cooperation in the European Community, convened by the Commission at the initiative of the European Parliament on 27-29 November 1985, called for urgent and comprehensive action to boost support for university cooperation and in particular the mobility of students in the Community ;

Whereas the 10 years of pilot Community funding have generated a significant body of relevant experience in the field of practical cooperation between universities, thereby providing the basis for the measures set out in this Decision ;

Whereas the commitment entered into at Community level as regards the stimulation

of student mobility also involves the Member States, who are called upon to make their contribution to the effort which is necessary for the objectives of ERASMUS to be fulfilled ;

## **HAS ADOPTED THIS DECISION :**

### *Article 1*

The European Community Action Scheme for the Mobility of University Students (ERASMUS) is hereby adopted, as set out in the Annex. It shall be implemented from 1 January 1987.

### *Article 2*

In the context of ERASMUS, the term « university » shall be used in its general sense to indicate all types of post-secondary education and training establishments which offer, where appropriate within the framework of advanced training, qualifications or diplomas of that level, whatever such establishments may be called in the Member States.

### *Article 3*

The objectives of ERASMUS are as follows :

(i) to promote broad and intensive cooperation between universities in all Member States of the Community ;

(ii) to enable an increasing number of students – reaching a minimum of 10 % of the total student population by 1992 – to acquire initial training by spending an integrated period of study in another Member State, in order that the Community may draw upon an adequate pool of manpower with first-hand experience of economic and social aspects of other Member States, while ensuring equality of opportunity for male and female students as regards participation in such mobility ;

(iii) to harness the full intellectual potential of the universities in the Community by means of an increased mobility of university teaching staff, thereby improving the quality of the education and training provided by the universities in the Community with a view to securing the competitiveness of the

Community in the world market ;

(iv) to strengthen the interaction between citizens in different Member States with a view to consolidating the concept of a People's Europe ;

(v) to ensure the development of a pool of graduates with direct experience of intra-Community cooperation, thereby creating the basis upon which intensified cooperation in the economic and social sectors can develop at Community level.

#### *Article 4*

In order to achieve the objectives set out in Article 3, Community support currently estimated at 175 million ECU shall be provided during the period 1987-1989. The current estimate of the amount needed in 1987 is 25 million ECU.

#### *Article 5*

1. The Commission shall implement the ERASMUS Programme in accordance with the Annex.

2. In performing this task, the Commission shall be assisted by a Committee. The Committee shall be composed of two representatives per Member State, at least one of whom shall be drawn from the academic community ; the members of the Committee shall be nominated by the Commission on the basis of proposals from the Member State concerned ; the Committee shall be chaired by a representative of the Commis-

sion. The secretariat of the Committee shall be provided by the Commission.

3. The Commission may consult the committee on all questions concerning the implementation of the programme. The Commission shall consult the committee on :

- the general approach concerning the measures provided for by the programme ;
- questions of general balance between the various types of actions.

4. In seeking the committee's views, the Commission may specify the deadlines by which these views shall be submitted.

5. An annual report on the functioning of the ERASMUS programme shall be submitted by the Commission to the Council, the European Parliament, the Advisory Committee on Vocational Training and the Education Committee.

6. The Commission shall ensure coherence between the ERASMUS programme and the other actions already scheduled.

#### *Article 6*

ERASMUS shall be implanted on a permanent basis, subject to periodic review. A report on the progress achieved during the first three years (1987-1989) shall be submitted by the Commission to the Council and to the European Parliament not later than 31 December 1990.

#### *Article 7*

This Decision is addressed to the Member States.

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<sup>1</sup> OJ No 63, 20.4.1963, p. 1338/63.

<sup>2</sup> OJ No C 38, 19.2.1976, p. 1.

<sup>3</sup> Council Document 7533/83 (EDUC 57).

<sup>4</sup> Council Document 7179/85 (PV/CONS EDUC 35) and Council Document 6859/85 EDUC 29.

<sup>5</sup> COM (85) 431 final.

<sup>6</sup> OJ No C 104, 16.4.1984, p. 50.

<sup>7</sup> OJ No C 104, 16.4.1984, p. 64.

<sup>8</sup> SI (85) 500.

<sup>9</sup> SN/2536/3/85.

<sup>1</sup> COM (85) 355 final.

## To Draft Council Decision

### Actions to be undertaken in the Framework of the European Community Action Scheme for the Mobility of University Students (ERASMUS)

The purpose of ERASMUS is to stimulate greater mobility of students between universities in the Community. The measures to be introduced to this end will be as follows :

#### Action 1 :

#### **Mobility Support for individual Students : the European Community Student Grants Scheme and Intensive Teaching Programmes**

The Community will introduce a scheme for the direct financial support of students acquiring initial training by carrying out a period of study in another Member State, comprising provision for two types of such support :

- *Partial EC Grants* of on average 2.000 ECU to cover all the costs of mobility (5.000 partial grants will be provided in 1987, 10.000 in 1988 and 2.500 in in 1989).

Both types of Community grants will be administered through appropriate authorities in the Member States, each of them being assigned quantitative objectives proportional to the total student population in the Member State concerned.

Grants of 20.000 ECU will be awarded to universities organizing *intensive teaching programmes* of short duration, involving students from several EC countries.

#### Action 2 :

#### **Establishment and Operation of a European University Network**

The Community will introduce a network for university cooperation designed to stimulate Community-wide exchanges of students, notably through the medium of *Inter-University Student Exchange Programmes*. Priority will be given to programmes involving an integrated and fully recognized period of study in another Member State. The participating universities will be provided with grants of 10.000 ECU per year.

#### Action 3 :

#### **Measures to improve Academic Recognition of Diplomas and Periods of Study**

The Community will undertake the following actions in order to improve arrangements whereby academic recognition is provided for initial training acquired by means of study in another Member State :

#### Action 3.1 :

the creation of the *European Community Course Credit Transfer System (ECTS)* in order to provide a means by which students undergoing or having completed initial training may receive credit for such training carried out at universities in other Member States. Grants of 20.000 ECU per year will be awarded to the universities participating in the System ;

#### Action 3.2 :

further development of the *European Community Network of National Academic Recognition Information Centres* ; grants of 20.000 ECU per year will be awarded to the Centres to facilitate exchange of information, in particular by means of a computerized system for data exchange ;

#### Action 3.3 :

measures to promote *joint curriculum development* between universities in different Member States as a means of facilitating academic recognition and of contributing by means of an exchange of experience to the process of innovation and improvement of courses on an EC-wide basis. Grants of on average 20.000 ECU per year will be awarded to each project involved.

*Action 4 :*

**Complementary Measures to promote Student Mobility in the Community**

*Action 4.1 :*

*Contacts between University Teachers :* in order to increase student mobility while maintaining the highest academic standards, measures will be introduced to promote a greater mobility of university teaching staff throughout the Community. In particular, support will be provided for :

– *University Teacher Exchange Programmes :* priority will be given to programmes involving a substantial and integrated input into courses at the host institution ;

– *European Community Travelling Scholars Programme :* top level experts will conduct a series of specialized lectures in several different Member States.

*Action 4.2 :*

*Information Policy :* to provide informational support for ERASMUS and to increase mu-

tual awareness of university systems in the Community, ERASMUS will support :

– *Study Visit Grants* to enable teaching staff and university administrators to acquaint themselves more thoroughly with the current situation and future trends in other Member States in their area of expertise ;

– Support for *University Associations*, in particular with a view to making innovative initiatives in specific fields better known throughout the Community ;

– *Publications* designed to enhance awareness of study and teaching opportunities elsewhere in the Community, to draw attention to important developments and innovative models for university cooperation throughout the European Community ;

– *ERASMUS Prizes* to be awarded to students and staff members who have made an outstanding contribution to the development of inter-university cooperation within the Community.



## APPENDIX III

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