

# The joint study programme newsletter of the Commission



# Foreword

**by the Member of the Commission responsible for Education**

*The new European Commission, within which I have responsibility for Education matters, has now been at work for three months. Even before we took office, intensive preparations under the leadership of President Delors were made to ensure that the new Commission would set about its tasks with clarity, unity and momentum. In his January speech to the European Parliament President Delors made it clear that we intend to use our four years of office not only to discharge the statutory tasks allotted to us, but also to inject a new dynamic into European construction which will yield benefits apparent to all citizens of the Member States. The fresh energies of this new Commission ought therefore to contribute decisively to the «Citizens' Europe» initiative taken following the European Council meeting at Fontainebleau last summer.*

*Education is an activity and an experience which is close to all citizens. Just as in national contexts education plays a vital role in economic, social and scientific development, so at European level the education effort is of crucial significance for the development of the Community as a whole. This newsletter is concerned particularly with cooperation in higher education within the European Community, a sphere of activity which has seen notable successes for the Commission since the introduction of the 1976 Action Programme.*

*These successes include the establishment of more than 400 Joint Study Programmes, but nevertheless a tremendous amount remains to be done. Of some five million students undergoing higher education in the Community, only a small fraction - 1% - have taken the opportunity of following part of their course in another Member State. This is disappointing, for it is obvious that the intellectual and economic challenges facing us today require that those occupying responsible positions should command an ever greater degree of foreign experience. It is my hope and intention, during my period as Commissioner responsible for Education, to tackle some of the obstacles which prevent greater mobility and cooperation in Education, and which diminish the exchange of skills and standards which is urgently needed if Europe is to become a Community in the fullest sense.*

*The Council and the Education Ministers meeting within the Council in 1983 recognized that the flexible mechanism of Joint Study Programmes was particularly suited to generating student mobility. The programmes developed have in many instances solved or circumvented common difficulties such as foreign language preparation, discrepancies between Member States in tuition fee policies, numerus clausus restrictions, student aid abroad, and the recognition of the study undertaken while abroad. In regard to the latter two questions - student support and academic recognition - the past year has seen innovation and improvement. The Commission now has at its disposal a specific Fund for financial help to students engaged in Joint Study Programmes, and in its first year of operation - 1984/85 - over 1 900 students will receive grant aid from the Community to help with the sometimes onerous costs of a period of study abroad. In regard to academic recognition, regular Delta readers will know of the establishment of a network of information centres in each Member State which are responsible for advising students, parents and employers of the arrangements whereby foreign qualifications and study periods can be officially recognized. This network will become increasingly active in the year ahead.*

*Students and parents already accept the idea of mobility at national level. If the Community is to become a meaningful catchment area for all institutions of higher learning, measures will be required to reinforce what has already been done. Proper recognition of courses undertaken, credit transfer and all similar provisions will be indispensable to ensure that study and qualifications gained abroad are a valid alternative to courses followed at home. Financial aid will also be required, not only because of the extra costs of study abroad (although these are not significant in many instances) but also because of clear deficiencies in other student grant and loan schemes. Here are two areas in which the Community can assist.*

*1985 will be a fascinating year for education cooperation in Europe. The developments I look forward to will, I know, be fully covered in this newsletter. The major Conference on Joint Study Programmes announced in this issue will in addition provide an occasion to review experience and, more significantly in my view, to point the way forward. I look forward to sharing that experience with the many directors of Joint Programmes and the others who have worked so diligently in mounting these ventures in European educational collaboration.*

*Peter Sutherland*

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## ***New Commissioner for Social Affairs and Education***

The youngest of the new Commissioners, **Peter SUTHERLAND**, 38 years old, Attorney General of Ireland since 1981, is responsible for Competition Policy and also, until the entry of Spain and Portugal in 1986, for Social Affairs, Education and Training.

The President of the Commission is Frenchman **Jacques DELORS**, ex-Minister of Economy, Finance and Budget of France; the other members of the Commission are listed below:



**B: Willy DE CLERCQ**  
Deputy Prime Minister, Minister of Finance and External Trade, responsible for External Relations and Trade Policy of the EC.

**DK: Henning CHRISTOPHERSEN**  
Minister of Finance and Deputy Prime Minister, responsible for Budget, Financial Control, Personnel and Administration.

**D: Karl-Heinz NARJES**  
Ex-Commissioner responsible for Internal Trade, Industrial Innovation, now responsible for Industrial Affairs, Information Technology, Research and Science and the Joint Research Centre.

**Alois PFEIFFER**  
Responsible for National and International Economic Policy of the DGB Union; will lead in the field of Economic Affairs and Employment, Credit and Investment and will also have responsibility for the Statistical Office.

**GR: Grigoris VARFIS**  
Former Greek Foreign Minister, responsible for Regional Policy and Relations with the European Parliament.

**F: Claude CHEYSSON**  
Ex-Minister for Foreign Affairs, responsible for Mediterranean Policy and North-South Relations.

**I: Lorenzo NATALI**  
Commissioner since 1977, responsible for Cooperation and Development as well as for Enlargement until negotiations are complete.

**Carlo RIPA DI MEANA**  
European Parliamentarian, now responsible for Institutional Questions, matters concerning a Citizen's Europe, Information Policy, Cultural Affairs and Tourism.

**L: Nicolas MOSAR**  
Deputy President of the Luxembourg Parliament, will look after Energy Policy, the Supplies Office, Euratom and the Office of Publications.

**NL: Frans ANDRIESEN**  
Member of the outgoing Commission, now responsible for both Agricultural and Fisheries Policies.

**UK: Francis Arthur COCKFIELD**  
Ex-Secretary of State for Trade, now responsible for Internal Trade, Customs Union, Fiscal Matters and Financial Institutions.

**Stanley CLINTON DAVIS**  
Lawyer, President of the Consultative Committee on Maritime Pollution, brings together five portfolios: Environment, Consumer Protection, Nuclear Safety, Forests and Transport.

## **Second Plenary Conference on Joint Study Programmes 27-29 November 1985 - Brussels**

### **Background**

Since the adoption by the Council and the Ministers of Education in 1976 of the Community's first action programme in the field of education, the Commission of the European Communities has operated a scheme of grants for the promotion of cooperation through Joint Study Programmes. These grants are intended to foster the development of cooperation between higher education institutions in different Member States. During the last decade, this has resulted in the development of over 400 Joint Study Programmes linking higher education institutions which provide arrangements whereby:

- students spend part of their course in one or more partner institutions in another Member State, that course period being a recognised and integrated component within the student's study programme as a whole; and/or
- parts of a course in each of the partner institutions are taught by members of staff from the partner institution(s) in other Member States; and/or
- courses or parts of courses are jointly produced for introduction into the teaching programmes at the participating institutions in different countries, even when no student or staff mobility is involved.

Under the Joint Study Programme (JSP) scheme, the Commission annually awards grants in order to facilitate the organisation and planning of projects which, it is intended, will be maintained by the institutions themselves after the planning period. Certain grants are made, nevertheless, for projects which have become operational, and in particular funding is available to assist students undertaking periods of study abroad within the framework of joint programmes. The introduction of the European Community Student Support Scheme in 1984 has made a major contribution to the successful development of JSPs which are based on student mobility.

### **Aims of the Conference**

\*When the JSP Scheme was introduced, both the Commission and the Member States emphasised the need for evaluation of the progress of the scheme and for the dissemination of the results achieved. Consequently, the Commission has initiated a wide range of evaluation and information activities related to the scheme, including studies, annual evaluation reports, information seminars, information packages, and Delta, the JSP Newsletter. More pertinently, the Commission organised in Edinburgh in 1979 the first plenary conference of directors of Joint Study Programmes, the results of which are contained in the report on that Conference.

Many of the recommendations from that Conference have been followed up in several ways; notably in regard to programme funding and intensification of information measures within specific academic subject areas. The Conference itself welcomed the idea of plenary conferences from time to time, and the Commission now believes that, six years after the Edinburgh Conference a Second Plenary Conference of Joint Study Programmes would be valuable for the following reasons:

- the number of JSPs has increased from 86 at that time to over 400, representing a substantial increase in the expertise developed in the area of academic cooperation and mobility;
- the scale of operations now permits more intensive exchange of information on a subject basis;
- a wider range of institutions are now participating in JSP cooperation, resulting in new insights, issues and problem areas;
- despite the increased level of cooperation, there is an urgent need for further intensification of cooperation efforts. The scale of student and staff mobility within the Community has not increased significantly in recent years, and better analysis and appreciation of successful cooperation models should enable more institutions to reach out to European partners;
- many of the key obstacles to academic mobility (e.g. academic recognition, student finance, differential fee levels, admissions limitations) have been the subject of both study and policy changes concerning which up-to-date information exchange is vital;
- last but not least, the political impetus towards cooperation given in recent years by the Council and Ministers of Education and by the European Parliament has in many respects changed the climate in which collaboration is intended to flourish. Not only has the JSP model won widespread acceptance as a suitable means of overcoming obstacles to mobility, it is increasingly being used as the vehicle for European-level collaboration in specialist fields in which the Community is actively engaged (e.g. language teaching; university-industry cooperation).

The Conference will accordingly be organised with the following objectives:

- to bring together representatives from as many JSP projects as possible and also representatives from the Community institutions (Council of Ministers, Commission and Parliament), international and national agencies concerned with academic cooperation and mobility, and other relevant authorities;
- to offer a framework for information exchange in plenary and working group sessions, the latter of which will be organised on subject area, Member State, and thematic bases;
- to permit cross-fertilisation of ideas between JSP programmes, including use of exhibition facilities to display case studies;
- by means of the above, to draw up a report on the current situation, outlook, and issues facing those wishing to establish and promote academic cooperation through Joint Study Programmes, and thereby to generate further interest in and new ideas for this type of cooperation.

### **Outline programme**

The following is the outline programme for the Conference. The final programme will be determined in the light of the exact attendance at the Conference.

#### **Wednesday 27 November 1985**

- 14.30 - 15.30 Opening Session (Speakers from Community institutions; Keynote Speech)
- 16.00 - 17.00 Plenary Working Session
- 17.00 - 18.30 Working Groups (disciplinary subjects)



**Thursday 28 November 1985**

- 09.30 - 11.00 Working Groups (disciplinary subjects)
- 11.30 - 13.00 Working Groups (special topics)
- 13.00 - 15.00 Lunch
- 15.00 - 16.15 Working Groups (special topics)
- 16.30 - 18.00 Free Workshops

**Friday 29 November 1985**

- 09.30 - 11.00 Working Groups (Member States)
- 11.30 - 13.00 Working Groups (disciplinary subjects)
- 13.00 - 15.00 Lunch
- 15.00 - 16.15 Final Plenary Session

Most of the working time in the conference will be devoted to working group sessions which will be organised according to the following pattern:

**Subject areas:**

There will be working groups on each of the following subjects or groups of subjects:

- . Architecture / Urban Studies / Geography / Regional Studies / Art & Design
- . Business Studies / Management
- . Engineering & Technology
- . Languages / Literature / Linguistics
- . Law
- . Natural Sciences / Mathematics / Medicine / Dentistry / Psychology
- . Economics and Political Sciences / Social Sciences
- . Teacher Education

**Member States:**

There will be working groups to bring together project directors within each of the Member States of the Community.

**Special topics:**

There will be working groups on each of the following topics of relevance to academic cooperation and mobility:

- . Foreign Language preparation within Joint Study Programmes
- . Academic Recognition of study abroad
- . Application of New Information Technologies within Joint Study Programmes
- . Management and Funding of Joint Study Programmes (including Student Finance)
- . Joint Study Programme Evaluation Techniques
- . Staff exchange-based Joint Study Programmes
- . Work Experience Abroad within Joint Study Programmes
- . After the Joint Study Programme: how the students fare in their employment.

In registering for the conference, participants will be asked to indicate their choice of working groups. In addition to the working groups on the above areas and themes, one session has been set aside for "Free Workshops". This is to enable, within the limitations of the facilities available, those interested in organising discussions on other topics to arrange such discussions. Those interested

in arranging such workshops are asked to indicate their wishes on the reply form attached to this announcement.

**Conference exhibition and fringe programme**

In addition to the formal discussions during the Conference, it is planned to organise an Exhibition and Fringe Programme consisting of various components illustrating the results of Joint Study Programme cooperation. Contributions from individual Joint Study Programmes will form the basis for an exhibition of:

- Joint Study Programme profiles, whether on the Programme itself or on the results of the Programme (e.g. artistic and design work within programmes in the fields of art and design, architecture, engineering etc.)
- teaching materials (written and audio-visual materials, including in particular computer-based teaching materials)
- films and videos made for or about Joint Study Programmes.

**Arrangements for Conference attendance**

Four hundred places are available at the Conference. Of these, a number will be set aside for invitations to the Community institutions and other agencies concerned with the Conference theme, and for those invited to be chairmen or rapporteurs for the various conference and working group sessions. A total of 280 places are open for representatives from Joint Study Programmes, and these places will be filled on a "first-come, first-served" basis, with preference being given in the first round of invitations to one representative from each Joint Study Programme. If places remain after this first round, applications will be accepted from second representatives of programmes already in attendance, especially where the attendance of such second representatives will provide a conference attendance which is well balanced across Member States, disciplines and programme types.

**Practical information**

*Working Languages*

Simultaneous translation in English, French, German, and Italian will be provided for all plenary and working group sessions. The Conference documentation will be provided in those four languages.

*Conference Location*

The Conference will be held in the Centre Borschette, rue Froissart, 1040 Bruxelles.

*Conference Secretariat*

The Conference is being organised on behalf of the Commission by the Office for Cooperation in Education. Enquiries regarding the conference should be directed to:

JSP Conference  
Office for Cooperation in Education  
51, rue de la Concorde  
B-1050 Bruxelles

Telephone: (32) (2) 512.17.34

# ***Commission action in the field of students' social services***

In November 1984, the Commission organised a meeting of experts from all Member States of the Community to discuss a number of problems related to social services for students within the Community, in particular social services for foreign students. To be discussed were several Community activities which aim to improve student mobility. The main issues dealt with were as follows:

## ***1. Grants to students who spend periods of study abroad***

At the request of the Commission, the Office for Cooperation in Education prepared a study entitled: «Grants awarded to students for periods of study in other Member States of the European Community».

Those who attended the meeting were given French and English versions of the study. Conclusions were proposed to them: even if student grant systems vary from one Member State to another, it is nevertheless clear that not one Member State, apart from Luxemburg, considers study abroad to be a significant parameter of their system; even in cases where a student can keep his/her grant or obtains one specifically for studying abroad, it is not certain whether or not the grant will cover the supplementary registration fees, travelling expenses and differences in the cost of living. This is a deciding factor for many students wishing to study abroad. The study shows that the number of grants awarded for study abroad is very small. The percentage of students who benefit from grants offered by national systems to carry out study abroad does probably not exceed 0.5% of the total student population. In the way of a conclusion, the study examines measures which could be taken by Member States and at Community level to improve grant systems for study abroad.

Those who attended the meeting exchanged information concerning the most recent changes in their respective countries. In some countries, (UK, I, D, IRL), grants and loans do not increase with inflation. This is a further restriction on students who wish to study abroad. In Denmark, periods of study abroad are limited to one year. In the Federal Republic, a study is currently being carried out on the impact of the transition from a grant system to a loan system. It contains a section which examines the implications on student mobility. The German representative at the meeting stressed the importance of the need for the Commission to set up a full-scale

programme of one-year grants for students who wish to carry out a period of study abroad.\*

## ***2. Information for students wishing to study abroad***

The participants stressed that in these times of budget restriction, advice and information services for students must be improved whether it costs money or not. They made various proposals:

- a. discussions on guidance-type procedures for students who wish to study abroad;
- b. a breakdown of the needs of students before they leave and on arrival at their destination;
- c. the preparation of more informative and regular documentation for staff responsible for career advice and for students;
- d. the preparation of an evaluation document on study abroad;
- e. more consciousness-raising for all those involved in advising students and who influence preparation of periods abroad, particularly secondary school teachers.

## ***3. Concrete example of improving mobility between two countries: French-German student card***

The French-German student card came about as a result of a bilateral agreement. It is a card that gives access to various student services in another Member State on the same terms as the national students, (e.g. accommodation, access to university restaurant, reduced transport fares etc.). The card could become a model for a European version.

## ***Conclusion***

In order to increase exchange of information, experts in the field have the opportunity of carrying out Short Study Visits in other Member States. And in order to increase the number of exchanges, it is preferable that Visits are carried out in international groups with the aim of making joint comparative studies on precise questions.

\* One step in this direction has been made thanks to the introduction of grants which contribute towards travelling and subsistence costs of students in the framework of Joint Study Programmes. (See DELTA 4)

## **City-Twinning and Joint Study Programmes in European Studies: Municipal authorities in Osnabrück back university cooperation with Angers**

JSP 82

European Studies

D Universität Osnabrück

UK University of Hull

F Université d'Angers

Twinning agreements have existed for several years between the towns of Osnabrück and Angers, facilitating over a thousand residents and young people from these two towns to visit each other and make contact. It was therefore natural that the town authority of Osnabrück decided to include the new local university in its programme of links with Angers, and has done so since 1977. In 1979, the Universities of the two partner towns established a cooperation agreement. As a result of the agreement, a large number of students have had the opportunity of carrying out fully-recognised periods of study at the partner institutions. The two universities also have cooperation agreements with the University of Hull (UK). The award of a grant in 1980/81 for the development of a Joint Study Programme provided, for the first time, an opportunity for trilateral cooperation between the Universities of Osnabrück, Angers and Hull and for the organisation of joint seminars. At Angers, the Applied Foreign Languages course also offered programmes in Law, Management and Economy directly related to the EC. A European Studies course also existed at Hull. There was therefore scope for the University of Osnabrück to use the experience gained by the partners and it was then decided, with the agreement of the authority of the region of Niedersachsen, to set up a European Studies course and create a new alternative to the post-graduate training courses which already existed. As a result, Osnabrück made a new application for a JSP grant in the academic year 1983/84 on behalf of the partner institutions and were proud to announce to the town authority of Osnabrück that a new grant had been awarded.

The council and the town authority expressed their support through the three following actions:

1. The town authority offered, on an indefinite basis, three paid periods of work with the authority, allowing Angers students to finance their studies at Osnabrück.
2. The town's exchanges administration committee agreed to the principle of using local funds to finance research projects at the two universities.

3. The town of Osnabrück made the offer of a fund to allow students from the Fachhochschule Osnabrück (whose European Business Studies has been in existence for several years already and which has proved to be a big success, (JSP 41)) and students from the University to obtain grants to allow them to carry out individual research in France and England.

The town authority's representatives recognise that it was the prestige of the award of the JSP grant that proved to be the basis of the authority's generosity. Thanks to the hard cash received and the recognition of the value placed on the project by the Commission of the European Communities and the town of Osnabrück, progress continued as follows:

1. In March 1983, a delegation from the town of Osnabrück informed the Mayor of the town of Angers of the generous support offered by the town of Osnabrück and he promptly asked what were the measures that the town of Angers in turn envisaged for Osnabrück students. The reply is still being awaited.
2. In collaboration with Angers and Hull teachers, a working group from the University of Osnabrück has prepared a programme for the European Studies courses at the University of Osnabrück. During the winter semester 1984/85, the project will be submitted to the Minister for Science and Arts of the *Land* of Lower Saxony for approval, with emphasis placed on the moral and practical support received from the Commission of the European Communities, from the partner Universities of Angers and Hull and from the town authority of Osnabrück. How could he say no to an integrated programme which would eventually allow the Universities of Angers, Hull and Osnabrück to award a joint qualification ?

Professeur Dr H. Husemann  
Coordinator  
«European Studies»  
Universität Osnabrück (D)

## Long live Sport and Joint Programmes !

A few months ago, joint programme 22 in Business Studies between Reims, Middlesex and Reutlingen, organised a sports event which brought about cooperation that went beyond not only frontiers but also studies ! The teams formed were made up of representatives of the three institutions thus leaving little room for rivalry between nationalities. We were told that everybody enjoyed themselves and that the efforts made were later rewarded by the tasting of a large cake which would have satisfied the most demanding young appetite.



## Galway Conference on Higher Education - Industry Cooperation

### ***“Industry-University Cooperation and Technological Change: Its Role in Training and the Development of Firms”***

The above Conference was one of the major initiatives undertaken during the period of the Irish Presidency of the Council of Ministers. We give below a preliminary account of the Conference based on the report provided to the Education Committee by Mr J. O'Brien of the Irish Ministry of Education. A formal report on the Conference will be available in due course.

*Report by J. O'Brien on the Higher Education/Industry Conference given to the EC Education Committee.*

The Conference entitled Higher Education/Industry Cooperation and Technological Change was held in Galway on 10 and 11 December 1984, and was organised by the Irish Departments of Education and Industry and the European Commission. There were in all about 130 participants.

### **Themes**

First of all, by way of setting the scene, reference was made to the competition in terms of trade between Europe on the one hand and Japan and the USA on the other. The point was made that although the financial and human resources devoted to research and development in Europe are not, relative to population, far below those of the USA and Japan the result in terms of competition, balance of trade and particularly balance of trade in technology is far behind what could reasonably be expected. Why this should be so and what to do about it was something on which the Conference should attempt to shed some light.

The question of mobility amongst scientists in Europe was referred to several times. There appeared to be more mobility between scientists in individual Member States in Europe and the USA than between scientists in the Member States themselves. By and large there was

little mobility between personnel in the institutions of higher education and industry. It was considered that problems in relation to tenure of academic staff were a contributory factor to this problem. The fact that academics had tenure in their posts and would be unable to get back to their institutions having once left them was a major problem.

The need for the development of more interdisciplinary courses in the institutions of higher education was adverted to by many speakers. It was felt that undergraduates were now being trained in specialisms which are too narrow. This tended to make them inflexible and in many cases unsuitable for employment in industry where a greater flexibility in skills was needed. The service which higher education could provide to industry would be greatly improved by the provision of more interdisciplinary courses. A somewhat related theme was the apparent mismatch between what the universities were providing and employment prospects illustrated by the number of unemployed graduates on the one hand and the shortage of engineers and technologists, particularly information technology experts, on the other hand.

A recurring theme was the effect on the age structure of higher education personnel of demographic trends in Europe. The staffs of our institutions of higher education will continue to grow older with consequential detrimental effects on innovation and research. Again the problems related to tenure militated against «new blood» schemes and the general recruitment of new staff.

The needs of industry in the area of retraining of staff and the provision of that retraining in the institutions of higher education was a theme which featured in much of the discussions. Everybody now accepts that the concept of an individual being trained for life after a course of three, four or five years' duration in an institution of higher education is no longer valid. There will be a constant need for retraining and up-dating of skills and the institutions are well placed to provide the facilities for this retraining.

Those, then, were the most common themes which came up again and again throughout the Conference.

### **Recommendations for future action**

There were a number of suggestions and recommendations, either structured or otherwise, made by participants in the Conference. These included:

- (i) a recommendation that Esprit consortia should be enlarged to provide a forum for the Government/University/Industry to come together;
- (ii) that those involved in the setting up of companies in universities in Europe should get together in a Workshop to discuss matters of mutual interest;
- (iii) that there ought to be a European Network of Technological Parks;
- (iv) reference was made to those institutions which provide courses involving placing of undergraduates in industry as part of their course. It was suggested that such institutions should be brought together with a view to arranging that the industrial experience of students in one Member State might be undertaken in another Member State on a swap of exchange basis;
- (v) that a European Advisory Committee on Higher Education/Industry Co-operation should be established;
- (vi) it was suggested also by a number of participants that an analysis should be undertaken of the most successful projects relating to higher education/industry co-operation throughout Europe.

The final session on Tuesday afternoon - a session which was chaired by the Irish Minister for Education, Gemma Hussey - was addressed by Commissioner Davignon. He outlined the matter of higher education/industry co-operation from a European perspective and he made a number of suggestions for future action. He suggested, for example, that a mobility scheme for young researchers should be organised. He had in mind that such a scheme could be organised for a relatively low cost given that the institutions would be providing jobs for foreign researchers as staff members in posts which they would be filling in any case. Commissioner Davignon suggested that an analysis should be made to establish the areas in which shortages of qualified personnel exist. He also

stressed the need for the constant dissemination of information throughout the Member States so that the best information and experience would be made available.

In attempting to put a more structured format on the various suggestions made, one participant suggested a possible programme for action to be considered by the Member States. These were outlined in three phases, short, medium and long term, and were as follows:

#### **Proposals for action on the European level**

##### *Short term:*

1. Formation of a European Advisory Committee.
2. Programmes for exchange of personnel and students between Industry/University/Government.
3. Programmes for development of marketing expertise in teaching institutions.

##### *Medium term:*

4. Programmes for development of course provisions:
  - specialist level
  - administration/management
  - non-information technology disciplines
  - general public.
5. Programmes for the use of information technology for training:
  - video/audio production
  - computer network
  - information data bank on education
6. Awareness programmes:
  - workshops
  - conferences
  - publications.

##### *Long term:*

7. Mutual recognition:
  - courses
  - theses
  - degrees.
8. Project evaluation, efficiency analysis.

In summing up the Conference, the Irish Minister for Education expressed the view that a sufficient amount of concrete information and recommendations had emanated from the Conference on which to build future action.

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## **Joint Study Programme organises European conference in Chester (UK) on the training of teachers for people with special educational needs**

JSP 174  
UK Chester College of Higher Education  
D Universität Dortmund  
NL Centrum voor Orthopedagogik, Zeist  
IRL St. Patrick's College, Maynooth

### **1984 Integration Conference**

For three years the staff of four institutions in the UK, the Netherlands, West Germany and Ireland have been engaged in a JSP on the theme 'teacher training for special educational needs'. During this period a recurring topic emerged which gained greater importance as we

neared the end of our work, that is 'the implications for teacher training of the international movement towards integration'.

Integration is usually understood to mean educating handicapped pupils in ordinary schools instead of in segregated special schools. Although there is a general acceptance of the principle of integration in Europe, widely differing interpretations can be seen in practice between countries and even within countries.

We felt that despite the fact that countries differ in the extent to which integration can and will take place,

the movement towards integration is increasing in pace and will, inevitably, affect all teacher training in the near future. It seemed an opportune time to bring together teachers and trainers to look at the practical changes which need to be made in training courses in order to take account of the changing situation in our schools.

It was clear from the comparison of course content in our Joint Study Programme that, despite differences in terminology, there is a recognised body of knowledge which is appropriate for teachers who work with pupils who have special educational needs. Similarly comparison showed that certain teaching and teacher-role skills were selected by colleagues in the four countries as necessary to be understood and practised. A less well defined area was that of helping students to change long held beliefs and attitudes which were no longer appropriate. Examples of such attitudes are:

1. That handicapped pupils can only be taught by specialist teachers. This is inappropriate in an integration situation because no country can afford to employ specialist teachers to work in a one-to-one situation with individual pupils on a full-time basis alongside ordinary teachers.
2. That pupils who are failing to learn at the expected rate are innately dull. This is unlikely to be true in the majority of cases but the belief leads to low expectations, inappropriate teaching and inappropriate placement in segregated schools or classes.
3. That certain handicaps inevitably carry educational implications, for example that Down's Syndrome children have I.Q.'s below 50, that blind pupils need teachers who can read Braille, that the equipment required for deaf or physically handicapped pupils is too expensive for ordinary schools. This is inappropriate because ordinary schools will continue to resist the acceptance of handicapped pupils.

A major outcome of this JSP cooperation was the organisation of a European experts' conference on the theme of integration. 47 delegates came to Chester for this Conference in July 1984, largely representing the four countries participating in the JSP. They were joined by members of the Special Education Working Group of ATEE, the Association for Teacher Education in Europe.

The speakers stressed the key role of the teacher in the successful integration of handicapped pupils.

Delegates then got down to the production of lists of agreed knowledge, skills and attitudes required by teachers at the three levels of initial, in-service and specialized training, in four randomized groups. Although discussion ranged widely the group chairmen were well briefed and it was possible for the organizers to combine the lists in a coherent form ready for the next stage. After a day sampling Open Market offerings related to the theme, or visiting schools, Thursday was devoted to the production of suggestions for the implementation of the agreed items in either an initial training, in-service or specialized teacher training group. A final session or descriptions of initiatives in the four countries which were current or planned was followed by a summing up.

Although a minority of delegates preferred a traditional academic conference and were unhappy in a situation of intense participation, most delegates welcomed the chance to share their views and experiences. What was particularly noticeable was the general acceptance of the premise that integration would increase the extent of the co-operation between delegates from different countries and their willingness to work hard to achieve practical outcomes. By the end of the week many delegates were already looking ahead to the next academic year when they might begin to put some of their suggestions into operation. For many participants integration was evidently not just the theme for the week but an experience.

A Conference Report will be produced containing the two papers presented, descriptions of the offerings for the Open Market, summaries of the knowledge, skills and attitudes thought to be necessary in training together with suggestions for training methods and a comparative model of the educational systems of the four countries. DELTA readers will be notified when the Report is ready.

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UK-Chester CH1 4BJ

# Directory of Higher Education Institutions

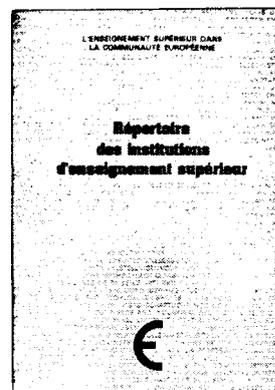
This Directory, prepared in all Community languages, contains basic information on the organization of higher education in each of the Member States of the European Community and on each of the institutions of higher education in the Member States. It is aimed at persons needing to know what higher education comprises in the Member States and at persons wishing to contact, by telephone, letter, or telex, any higher education institution in the European Community.

The Directory contains an entry for each of the Member States of the Community. Each entry consists of two main sections: a brief outline of the organization of higher education in that Member State, then individual details on each of the higher education institutions in that State. For each institution, the Directory indicates the name, address, telephone and telex numbers, student numbers (total and full-time), and the main academic areas in which the institution is engaged.

In addition to the national entries, the Directory

contains separate entries for the College of Europe at Bruges and the European University Institute at Florence.

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## Letter to the Editor: Student Grants

Dear Sir,

Suppose a Belgian student somehow manages to be admitted in a British undergraduate program. (For those who wonder why the hell a Belgian would want to do his undergraduate work in the UK, some very simple reasons may be given. One good reason is that his field of interest is not being taught in any Belgian university. Another is that he might think British universities to be better in this field, however scandalous that thought might appear to the Belgians). Suppose further he gets his BSc after three years with a first. Suppose even that he is admitted in an Oxbridge college and accepted by an Oxbridge Board of Graduate Studies. The poor student runs into a financial disaster: he cannot get *any* fellowship. If his father doesn't pay, he must become a teaching associate or a research assistant in an American university (where nationality is not an issue).

Indeed, he cannot get money from the UK Science and Engineering Research Council, since he is a Belgian and didn't live in the UK for more than three years. He cannot become an «aspirant», since the Belgian Fonds National de la Recherche Scientifique gives money only to Belgians with a Belgian undergraduate diploma. The same is true for CERN\*. (By the way, how could one learn in three years what takes four years in Belgium?). He cannot get a NATO-fellowship, since the Belgian NATO Committee gives fellowships only to Belgians who already have their Ph.D. (whatever the NATO brochure says. Please check). He cannot get a British Council fellowship, since these are given only (and for one year only) to those who got their «licence» at least a year ago.

And the British Council sees no point in sending youngsters to England who are already there: priority to those who would not cross the channel otherwise.

You'll say: this is a perfect candidate for an EEC or Euratom fellowship, the more so as his British supervisor has a contract with the EEC or with Euratom. Completely wrong: these fellowships are only for those who go from one country to *another* country. In fact, the poor boy is told that he should talk his supervisor into sending him to Germany or Italy if he wants to have a chance !

Could you tell me what is wrong with doing your undergraduate work in another EEC country ? For the EEC and Euratom fellowship system in fact creates an incentive to do your undergraduate work in your home country. Why should people who crossed their national frontier on their own initiative be discouraged and obliged to emigrate to the US ? The end of the story is of course that the chap is offered an assistant professorship in the US. He is lost for Europe.

Yours sincerely,

A responsible of the JSP (B)

P.S. : This is the story of two of my kids. Two others went straight to the U.S. after high school, to simplify matters...

P.P.S.: How a Belgian student gets admitted to a British university is another, much more complicated story !

\* Centre d'Etudes et de Recherches Nucléaires



## ***A Student's Eye-View:***

### ***the experiences of an Italian student of political science in England***

JSP 143  
Political Science  
UK Sheffield City Polytechnic  
I Università di Torino

When I went to Sheffield in 1982/83, I was nearly finished with my courses for a degree in the Faculty of Political Sciences. Although my major area of study was economics, I was also attracted by the question of international contracts, and by the juridical aspects thereof. This turned out to be my predominant interest, and it is now my field for a professional career. I now work as a consultant for a law-firm which operates in the area of international contracts. My speaking and reading skills in English, which were remarkably improved in the course of my study-period at Sheffield, are an important asset for this job - as is the knowledge of languages in general.

At the time I left for Sheffield, I had just started to work on my dissertation. Due to my new juridical interests, I had chosen to work in the area of international contracts concerning transfer of technology. More specifically, I was to study the clauses which qualify the contracts concerned with transfer of know-how (*licensing*); at the same time, I wanted to explore the laws which had been passed on this question in the developing countries, and to analyze the plan for a code which is being discussed at the United Nations (TOT-code).

As this is a relatively unexplored field in Italy, I had to carry out most of my research on foreign sources, and predominantly I had to use Anglo-American texts.

My stay at Sheffield has helped my work in two ways: firstly, my language skills improved a great deal, and I was able to read through a vast bibliography;

secondly, I had access to a wealth of materials which would indeed have been untapped if I had not had this opportunity. I found the inter-library loan extremely helpful and efficient, and I occasionally explored libraries elsewhere in England.

My position as an exchange-student was thus a bonus for my research project, and it improved my fluency in English remarkably. However, the greatest advantages lie elsewhere. It is the social side of the experience which I regard as most important.

Six months in England gave me a feeling of participation in the whole lifestyle of the place. The life of a university student in England is very rich, and the opportunities for social contact range from room-sharing, parties and occasional tours outside town to the whole gamut of recreational opportunities offered on campus.

The university environment is socially much more active and stimulating than the average one in which Italian students live. This, I believe, may be due to the fact that British students usually leave their families and live on campus throughout their higher education. This creates a «student life», with its own distinctive features and institutions, and foreign students become part of it very easily.

Spending a semester at a foreign university is not only an intellectual opportunity; it is a formative experience for the student as a whole person, which leaves one with a much more open attitude, and indeed greater respect, for any culture and lifestyle based on traditions entirely different from one's own.

Claudio Costa

# Oyez ! Oyez !

## **Announcement of opportunities under the plan to stimulate European cooperation and scientific and technical interchange 1985-1988.**

### **I. Background**

Following the success of the experimental phase (1983-1984) in which various methods of support were tested, the Council of Ministers gave its formal approval on 12 March 1985 to the Plan to stimulate scientific & technical cooperation and interchange within the European Community. The Commission is therefore preparing to launch it, subject to approval of the Community Budget for 1985. Under this activity, projects may be supported in all fields of the exact & natural sciences provided that they meet the criteria set out below. Thus applications may, on the one hand, be projects, put forward jointly by teams of researchers or engineers from EEC countries, which require collaboration on a mono or multidisciplinary basis in order to be brought to a successful conclusion.

Alternatively, they may be for the costs involved in seconding researchers from one Community country to another, in bringing a scientist into a team in a country other than his own, or in developing the specialisation of a young graduate scientist before joining a research laboratory. In both cases applications may be from the public or private, university or industrial sectors.

The choice of proposals which could receive Community support will be guided by an assessment of their scientific quality, the strategic interest of the scientific field concerned, the value which can be added by the European dimension, their transnational character, the extent to which they are inter- or multi-disciplinary in content and the value of the work proposed in terms of breaking down barriers between different forms of R&D (basic, applied). Another factor to be taken into account will be the way in which proposals, where appropriate, complement existing community programmes.

### **II. Support methods to be used**

Three forms of support will be used:

#### **i) Laboratory Twinning:**

Grants making it possible for researchers in laboratories in different countries to meet, carry out joint experiments and exchange results. Twinning may involve more than two laboratories, and must involve more than one Member State of the European Community.

#### **ii) Operations Contracts:**

Grants making it possible to bring together the best available specialists in various disciplines and countries of the EEC so as to achieve a *specific* and *predetermined objective*, in a multidisciplinary, transnational project more rapidly & effectively. Operations will involve several laboratories and will include assistance with salaries, equipment and other research costs.

#### **iii) Research Grants:**

Grants will be available providing:

– funding to enable a researcher to make short stay visits (15 days to one month) to another country within the Community. Such grants will be suitable where researchers wish to investigate the possibilities of setting up transnational collaboration that may, in future, qualify for other forms of aid under the Stimulation plan.

– funding to cover the costs involved in the mobility (travel accommodation, removal etc.), in the research work and possibly in paying the salary of a researcher seconded to or assimilated in a research team from a country (within the EEC) other than his own. The period of time involved may vary from six months minimum to three years (maximum).

– funding to cover the costs associated with the mobility & the research work of a young scientist employed by an industry, who goes to follow a lengthy training course (between one & three years) in a public sector laboratory in a different country, (within the EEC) where the salary would continue to be met by the industrial employer.

– a flat rate sum allocated to a young graduate in another country (within the EEC) for a period of at least one year and at most two, in order to develop specialisation either in a field where there is no community programme, or when the research concerned is of a multisectoral character.

### **III. The allocation of financial support**

Proposals made out on the appropriate forms and specifying the total amount of support required will be evaluated by means of a system of referees set up under the aegis of CODEST (the Committee for the European Development of Science and Technology), which is responsible for advising the Commission on this matter. It is intended to undertake this evaluation during the coming months, so that the Commission is in a position to issue contracts when the Community Budget for 1985 is adopted by the Budgetary authority. Over the next four years 60 Million Ecu will be available for the Plan. The amount of support given by the Commission to each selected proposal will vary according to the method of support required. Applicants may care to note that support given by the ECC under the plan covers 100% of the expenditure incurred upon the collaboration.

### **IV. Applications**

Any person or body (either in the public or the private sector) wishing to learn more about the Stimulation Action, or who wishes to submit a proposal is invited to contact the following address:

General Directorate for Science, Research & Development  
Directorate A, Division XII-A-2 - Stimulation Action  
Commission of the European Communities  
Rue de la Loi 200,  
B-1049 Bruxelles

### **EFTA: Research exchanges grants and European trade policy**

The «European Free Trade Association» is offering post-university research grants on the role of EFTA in European integration, aspects of European trade policy and free exchanges in areas which most particularly concern EFTA or some of its Member States. In the current academic year, the Association will award a maximum of five grants, FR 5.000 to FR 10.000 each, for research work to be carried out during the academic year 1985-86.

Amongst those awarded grants for the academic year 1983-84 were:

– Mr. Dan Horovitz (Faculty of Law, Free University of Brussels): «The legal regulations governing competition in the zones of free exchange set up by the EC with the countries of EFTA».

– Mr Yrjänä Tolonen (Institute of Economic Studies, University of Turku): a study on trade and integration between industries in the northern countries (effects of the treaties of EFTA, the EC and the Nordic Cooperation...).

Applications for the grants should be addressed to the Press and Information Service of EFTA,  
9-11 rue de Varembe,  
CH-1211 Geneva 20.

# Oyez ! Oyez !

## **Fine Arts**

Faculty of Art and Design, Cardiff seeks collaboration with German, Irish and Danish Colleges of Art for undergraduate student exchanges.

For further information, please contact:

Dr Martin Gaughan

Senior Lecturer in the History of Art and Design  
(specialist in German Art / 20th Century)

3 Windermere Avenue

Roath Park, Cardiff

UK Wales CF2 5 PQ

## **Commission of the European Communities University Information 200, rue de la Loi - 1049 Bruxelles**

### **Postgraduate Degrees in European Integration 1984 Edition**

More than 200 programmes in European specializations offered within the Community as well as in certain non-member countries.

English edition, Brussels, December 1984.

This publication is obtainable at all the Information Offices of the European Communities in the Member States.

## **Publications:**

### **Law**

**Current Legal Theory**  
**International Journal for Documentation on Legal Theory**  
(Bibliography - Abstracts - Review)  
Volume 1 Nrs. 1-2-1983

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A new, six monthly journal providing an international bibliography, abstracts and reviews on legal theory.

### **Teacher Training**

**Sozialkunde / Maatschappijleer** Lehrerausbildung und Unterrichtspraxis an den Universitäten Oldenburg und Groningen  
Rüdiger Meyenberg/Herman Boeije  
Universität Oldenburg  
Zentrum für Pädagogische Berufspraxis,  
Oldenburg 1983

Includes, amongst others chapters on: the cooperation agreement between the University of Oldenburg and Groningen, the organisation of teacher training, the development of Social Science etc.

(exists in German only)

## **Publications:**

### **«The EEC and Education», by Dr Guy Neave**

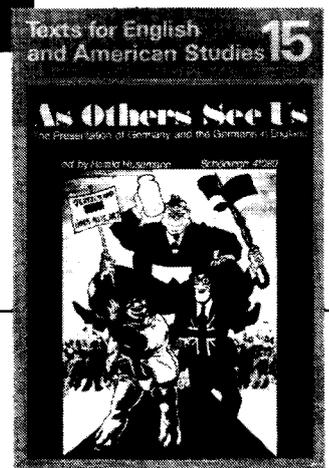
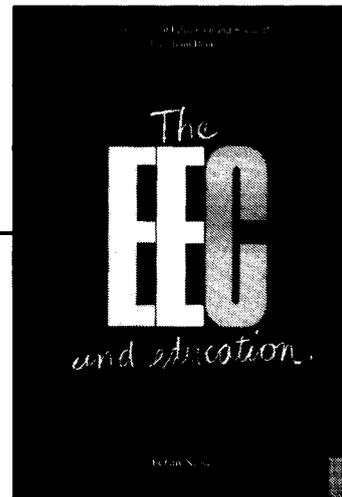
First detailed record of the educational interests and activities of the European Community in the field of education. Contains chapters on: the background of EC activities in education, the education of migrants and their families, transition from school to work, education and training, cooperation in higher education, equality of educational opportunity, the European dimension in education, education and training for disabled children and young people, the micro-electronic revolution, information and policy development in the European Community (EURYDICE), and international relations.

European Institute of Education and Social Policy,  
Trentham Books, 1984

30 Wenger Crescent, Trentham

GB-Stoke-on-Trent, ST4 BLE

ISBN 0 9507735 4 9



## **Publications:**

### **«As others see us»**

The presentation of Germany and the Germans in England.  
ed. by Harald Husemann,

Schöningh 41089

(Students' Book).

1984 Ferdinand Schöningh.

Paderborn ISBN 3-506-41089-X

An amusing and interesting collection of texts from classical authors (e.g. George Eliot, Katherine Mansfield, D.H. Lawrence) on their experiences in Germany. Contains also a section of active vocabulary and is suited for use in schools, colleges and university.

(See also article on JSP involving Prof. Husemann, p. 5).

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