

# The joint study programme newsletter of the Commission



# Foreword

*With this second issue of 1985, the Commission's newsletter on higher education cooperation breaks new ground in having a different balance of content. Within the overall aim of promoting better knowledge of higher education systems and approaches to higher education cooperation, Delta has a policy of providing different types of information. In addition to information on developments at Community level concerning higher education, the newsletter has always included case studies and newsfeatures on specific programmes and activities at Member State level, principally through profiles of individual Joint Study Programmes.*

*In this issue, we offer for the first time a special section devoted to higher education cooperation in one Member State, namely the Netherlands. Prepared with the collaboration of Harry Lutikholt, Secretary of the Dutch Rectoren College, this extended feature is intended to be the first of an occasional series concentrating on one Member State. Such compilations are intended to:*

- offer basic introductory information on higher education in the Member State in question, with special reference to organisational and policy considerations of relevance for those in other Member States seeking cooperative links;*
- examine the nature of the linkage between Community policies and programmes for cooperation and the cognate policies and programmes operating at Member State level;*
- by means of short case studies, set out a representative range of examples of actual cooperative ventures involving institutions in that Member State.*

*It is hoped that over the coming years, similar features will grace the pages of Delta, and that they will all match the high standard of the contribution made by our Dutch colleagues in this issue.*

*It should be recalled in this connection that a focus on the Member State level will also form part of the organisational pattern for the Conference on Higher Education Cooperation on 27-29 November 1985, which was announced in the last issue of Delta. As experience of Joint Study Programme collaboration mounts up, the need becomes clearer for Community support for such programmes to be complemented and supported by policy and provision within individual countries. This has been recognised by Education Ministers when considering higher education cooperation generally. Consequently, the editors of Delta hope that the information support implied by the new approach together with the analysis to be provided through the November Conference will assist those in Member States, both at institutional and policy-making levels, to decide on the best approach.*

*Finally, in regard to the flow of information within the Community on national developments in higher education, we should acknowledge the assistance to the editors of Delta of Eurydice, the Community's Education Information Network. It is planned that in future issues, Delta will contain brief reports on the most significant news about higher education at Member State level so that greater mutual knowledge about the education systems can be achieved. Such information will, as is the case already in this issue, take the form of brief outlines of important policy developments, designed to alert readers and guide them towards further information. In so doing, Delta and the editors hope to contribute to the fulfilment of one of the fundamental aims of the Education Action Programme which launched the Joint Study Programme scheme, namely better mutual awareness of educational systems in the Community, and to do so in a form which is easily and quickly handled by busy readers. As ever, the editors confirm their eagerness to receive any comments on these new developments and any contributions designed to assist in this basic task of keeping each other informed.*

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# ***The Gravier Case***

## ***An epoch-making verdict for student mobility within the European Mobility ?***

On 13 February 1985, the Court of Justice of the European Communities made a verdict that was probably epoch-making for student mobility within the European Community. We are concerned with the verdict made in the Gravier case. What are the facts ?

A French woman, Miss Gravier, has registered to study art at the Académie Royale des Beaux Arts in Liège. The Académie is a non-university institution of higher education in Belgium. As is customary in the case of foreigners (with certain exceptions), but not in the case of Belgian nationals, registration fees were imposed on Miss Gravier. Miss Gravier objected to this and finally instituted court proceedings at the court of Liège. Her argument was that it represented an infraction of Community law, in particular of Article 59 onwards (freedom of movement), and of Article 7 (non-discrimination on grounds of nationality) of the Treaty of Rome. As Community law was affected, the verdict at first instance was deferred at Liège, and the case transferred to the Court of Justice of the European Communities. The latter agreed with Miss Gravier and in pronouncing its verdict, underlined the following important facts:

1. Registration fees, or similar fees, which are not imposed by institutions of higher education on nationals of the individual state, may not be imposed on nationals of Member States of the European Community. Should this occur, this will be in violation of Article 7 of the Treaty of Rome.
2. Attendance at an art course at a non-university institution of higher education represents professional training, as this course of study prepares for professional activity.

The verdict is of considerable significance, particularly in its definition of the concept of professional training and in regard to the issue of the payment of registration and course fees in Member States of the European Community, as well as in regard to the issue of freedom of movement.

The consequences of this decision are being carefully examined at the Commission of the European Communities and in the Member States affected by this decision.

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## ***Joint Short Study Visit to Bonn by several National Information Centres on Academic Recognition***

Of the people awarded grants in the 1984/85 academic year, enabling teaching staff, research and administrative staff of institutions of higher education in the European Community to undertake Short Study Visits, there is one particularly important group consisting of the national information centres for academic recognition of qualifications acquired abroad. These centres exist in all 10 Member States of the European Community, some having existed for decades, some for only a few years. Some of the centres are significantly staffed, others consist of only a few people, some of them have decision-taking powers, others act purely in an advisory capacity, and with certain individual centres their function extends further than that of the recognition of academic qualifications acquired abroad.

Since 1984, the heads of the national information centres for academic recognition in the Member States of the European Community have met twice a year, in order to promote cooperation between themselves and to discuss and solve common problems. Over and above this, the Commission of the European Communities promotes cooperation between the centres through grants made available each year for Short Study Visits.

In 1984/85, the first of these Short Study Visits to certain centres in the EC Member States took place on an individual basis. The first joint short study visit by members of several national information centres was carried out in the week of 6.5.85-10.5.85 to the German centre in Bonn, the "Zentralstelle für ausländisches Bildungswesen" (Central Office for Foreign Education). Those participating included Belgian, British, Danish, Italian and Dutch colleagues.

During a very well prepared week, visits were arranged to the following institutions which are important in education in the Federal Republic of Germany: the Sekretariat der Kultusministerkonferenz, the Bundesministerium für Bildung und Wissenschaft, the Westdeutsche Rektorenkonferenz, the Deutscher Akademischer Austauschdienst, and the Akademisches Auslandsamt of the University of Cologne. The most interesting visit was to the Zentralstelle für ausländisches Bildungswesen, where an in-depth study was made of its function and its work, and where common issues and problems regarding the recognition of academic qualifications of Community countries could be examined both in individual and group discussions. One significant result was that the colleagues who handle specific countries and issues in their individual Member States, were able to become acquainted with each other. This will facilitate future cooperation considerably.

At the end of this first joint short study visit, all the participants agreed unanimously, that with relatively little expenditure a major step had been achieved: personal contact had been established between the information centres responsible for recognition of foreign academic qualifications, as well as considerably improved knowledge of the other education systems and evaluation methods, and thus a major step achieved towards promoting the common aim of facilitating student mobility within the European Community. These experiences seem to indicate that in the future joint short study visits by several national information centres should be given priority over individual visits.

# ***The first report from the Adonnino-Committee***

The Adonnino Committee (named after its Chairman) was founded as a result of the Summit Meeting between Heads of Government of the European Community at Fontainebleau in the Summer of 1984. The Committee comprises one representative of each Head of Government from the EC Member States and of the President of the European Commission, and has the task of putting into action the resolutions of the Heads of Government for a "Citizens' Europe".

The Adonnino Committee presented its first report to the European Council at its meeting of 29/30 March 1985. Its report was approved. A second report relating to particular aspects of a "Citizens' Europe", such as culture, the image of the European Community, symbols, etc. is to be submitted to the Council in June 1985.

The first report of March 1985 related to the following four aspects of a "Citizens' Europe":

- freedom of movement for citizens of the Community
- freedom of movement for goods, including transport

- administrative formalities for border traffic
- improvement of opportunities for employment and freedom of movement.

One proposal submitted by the Adonnino Committee regarding the fourth point is particularly interesting for "Delta" readers.

The time-consuming efforts towards full harmonisation of academic courses, diplomas and professional training regulations, which has recently been particularly successful in regard to doctors, dentists and vets, but not yet successful in regard to engineers and architects, should not be pursued. In view of the high level of academic education and training in the EC Member States, a general diploma recognition system based on mutual trust should come into operation without the preliminary harmonisation process. In cases where there are considerable structural differences, a 2- to 3-year professional practice period should be made a condition before recognition of the diploma in the partner countries of the Community.

## ***Information on Higher Education in the EC Member States***

In the future, "Delta" will include a feature giving brief details on interesting developments in higher education in the EC Member States. The information serving as the basis for this is collected by EURYDICE, the education information network of the European Community, and evaluated by the Office for Cooperation in Education.

### ***THE FEDERAL REPUBLIC OF GERMANY Further discussion of Bill on Higher Education Framework Act***

The Bill proposed by the Government of the Federal Republic of Germany with a view to reforming the Higher Education Framework Act is again the subject of controversy. Amongst other things the reform bill is to allow institutions of higher education more freedom in structuring their curricula, and thus improve conditions for competitiveness, and facilitate the use of external resources for research.

### ***FRANCE Student meeting in Paris adressed by Commissioner Sutherland***

At the end of April, 400 students from the 10 EC Member States met at the "premier congrès des Etats généraux des étudiants de l'Europe". The "Etats généraux" were founded by students from several universities and Grandes Ecoles in the Paris area, and have the aim of bringing closer together students from the various EC States. During the congress, discussions were held in eleven seminars on cultural, university, scientific, social, political and military issues. Commissioner Sutherland, responsible for Education, made a speech during the congress on European educational policy matters.

### ***"Modernité, qualité, équité"***

As of 1985/86, all students at "premier cycle" level at French universities will learn to use computers, according to an announcement by the Ministry of Education. The introductory course will be compulsory and will involve 30 hours of practical work on a computer.

This is one of many measures proposed within the framework of the motto "Modernité, qualité, équité" for French institutions of higher education in February 1985 by the Ministry of Education.

Other measures include further reform of the "premier cycle", the introduction of a sabbatical year for teaching staff at institutions of higher education, and the improvement of cooperation between institutions of higher education and industry.

### ***UNITED KINGDOM Agreement with Greece on scientific and technological cooperation***

In February 1985, the Ministers responsible for technology of the United Kingdom and Greece signed an agreement on scientific and technological cooperation between the two States.

### ***IRELAND Cooperation in education between North and South***

The Irish Government has welcomed the publication of a report which recommends improved cooperation between the Irish Republic and Northern Ireland in the field of education and an increased student flow between North and South. The report was established by a mixed committee and published in March 1985.

# *Partners in University Cooperation from a Dutch Perspective*

Higher education in The Netherlands is provided by public and private universities and higher professional institutions. Public higher education is provided by the state or the municipalities. Private educational institutions, a large number of which are denominational, enjoy financial equality with public institutions and have to comply with the general rules.

There are nine public universities of which five are general: The State University of Leiden (1575), the State University of Groningen (1614), the State University of Utrecht (1636), the Erasmus University of Rotterdam (1973, a merger of the new Faculty of Medicine and the "Hogeschool" for Economics, founded in 1913), and the State University Limburg at Maastricht (1976). Three are universities of technology: Delft University of Technology (1905), the Eindhoven University of Technology (1956) and Twente University of Technology (1961) at Enschede. There is one agricultural university: the State Agricultural University at Wageningen (1918). There are three private universities: the Free University, Amsterdam (1880), the catholic University of Nijmegen (1923) and Tilburg University (1927). Furthermore, there is one municipal university: the University of Amsterdam (1877, founded as Atheneum in 1632). In addition, in September 1984, the Open University started its first courses.

Mention should be made here of the proposed University Education Act (WVO 84), currently under discussion. In the proposed new Act, both the present University Education Act of 1960 and the University Administration (reform) Act (WUB) of 1970 would be incorporated into one, however modified.

As this introduction limits itself to the major changes concerning aspects of university administration as envisaged by the proposed new Act, with regard to the present situation, only the following aspects are mentioned here: combination of staff and students at all decision-making levels; a majority vote for teaching staff valid at department and sub-department level; budgeting rights at department level, with given restrictions; rigorous maintenance of academic freedom; encouragement of a sideways flow of information to sister-departments through the creation of the appropriate structure for interuniversity consultation.

Admission to the universities is open in general to all those who have a secondary school-leaving certificate from a pre-university school and who have the pre-requisite courses for their intended fields of study. So as to solve the problems of bottlenecks with regard to the teaching capacity, temporary legal provisions have empowered the Government, since 1972, to restrict admission to certain faculties (*numerus fixus*). *Numerus fixus* decisions are only taken year by year. The six-year university preparatory schools are sub-divided into two types, the "Gymnasium" and the "Atheneum". The "Gymnasium" has a Mathematics and Science section, with Latin and Greek as compulsory subjects. The second section offers a classical education. The "Atheneum" also has a Mathematics and Science section but does not require Greek and Latin. The second section in the "Atheneum" gives priority to Modern Languages and subjects such as Economics. Certificates from all these programmes qualify students for university admission.

## *Re-structuring of University Education*

Under the outgoing system, the first university degree normally requires five or six years of study, during which (generally at the end of three years) a student must pass a "kandidaatsexamen" to continue his/her studies; the examination does not result in the award of a degree. After passing the "doctoraal" examination, the student receives a "doctorandus" degree (Drs.); students of Law, however, obtain a title instead, "Meester in de rechten" (Mr.) and students in Agricultural and Engineering Sciences, that of "Ingenieur" (Ir.). In order to practice, students in Medicine, Dentistry, Pharmacy and Veterinary Medicine must pass an additional professional examination after one or two years of further training. There are no formal doctorate programmes offered at Dutch universities. Students who receive the "doctorandus" degree or an equivalent may submit a research project to a department. On acceptance of the project, the student is assigned a supervisor. After a thesis has been accepted and defended, the degree of Doctor (Dr.) is awarded.

Under the "Two-Phase Structure" Act (1981), which became fully operational in September 1982, university education is divided into two phases. The first phase is intended, in principle, to form a final degree course and the curricula should be designed in such a way that students who complete the course are qualified for responsible and demanding jobs in society. The point of departure should be that higher education courses in the first phase are complete in themselves. The teaching is better suited to the priorities and talent of the students as the emphasis may be laid on many different aspects and a wide choice of subjects is offered. The duration of the courses in the first phase is 4 years, ending with the "doctoraal" examination. The student has to master the first phase of university study within the period with a maximum of 6 years. At the end of the first year, there is a preliminary examination which is an entrance examination of the "doctoraal" phase and which has the threefold function of orientating, selecting and advising another course, if necessary. The "doctoraal" phase can include many different courses which train students for professions suitable for graduates and which also cater for the more general interests of students.

Originally, it was foreseen that some of the graduates from the first phase would be able to continue their studies after passing the "doctoraal" examination and after admission to the second phase, where the emphasis is on specific training for a future profession like that of teacher, doctor or research worker. Normally, these courses would last one year; others two years.

However, the present Minister of Education has different ideas about the second phase to those envisaged in the "Two-Phase Structure" Act of 1981 and wishes to limit it to a research training or a Ph.D. course. As far as the research training in the second phase is concerned, the Minister intends to admit about 25% of the students who have successfully completed the first phase, into the second phase as so-called "apprentices" for a maximum period of 4 years. During this period, the "apprentices" are meant to complete their dissertation. In addition, they are meant to participate, partly, in the teaching and research activities of the department. The training element of this period is stressed even more, but with the consequence that the "apprentices" will receive a much

lower salary (at minimal welfare level). The number of "apprentices" will be higher than the number of research assistants originally envisaged. This will also have consequences for the academic staff at the universities.

As far as the specific training for a future profession in the second phase is concerned, this will be an exception rather than the rule (apart from the field of Medicine). In the near future, the number of "apprentices" in the second phase will be 1.500 per year. Teacher training will be available to 1.000 students per year in the second phase. In the medical field (Medicine, Dentistry and veterinary Medicine), about 2.000 students will follow a training course in the second phase. On average, about 30% of all graduates of the first phase will be able to take up additional training in the second phase.

### **Concentration and Cooperative Planning**

In September 1982, the Minister of Education presented a policy memorandum entitled "Concentration and Cooperative Planning" to the Executive Boards of the universities. In this memorandum, the Minister stressed the need for task adaptations, cooperative planning and cooperation which could be achieved by the closure of some institutes at some universities (concentration), by the exchange of staff so as to have fully-fledged units of teaching and research (cooperative planning) by "slimming off" whilst maintaining complementary facilities in a regional context.

It was certain however, that operation would lead to a total loss of 3.000 - 3.500 full-time jobs at the universities. The Commission made it clear that, even if it has to accept the unavoidable loss of so many full-time jobs that did not imply an acceptance by the Commission of the macro-economic policy of the Government. It was rather a confirmation of the separate responsibility of the Minister on the one hand, and of the individual Executive Boards of the universities on the other.

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### **Interview with Professor Gerrit Vossers**

*H.L. One of the conclusions reached by the Information Seminar on Joint Study Programmes of the European Communities, which was held in Rotterdam on December 14th 1982, was that the active participation of the Dutch higher education sector in Joint Study Programmes within an international context would have a strong innovative effect on that sector.*

*The introduction of the Law "Two-phase-structure" and the process of concentration and co-operative planning, because they de-stabilise existing situations, offer bad and good opportunities for such a participation. Keeping these good opportunities open and using them requires a specific and conscious effort from faculties and universities and from the central agencies that deal with the higher education sector.*

*Do you share this view ?*

*G.V. The problem does not lie with the way science is conducted in The Netherlands. Within the wide framework of higher education disciplines, this sector is certainly not provincial. The major problem is that there are practically no foreign students who study at Dutch universities and institutions of Higher Education. Precisely those courses which have been organised especially for foreign students (through International Education-Institutes) have largely been organised outside the Dutch higher education sector. From the "International Education" side as well as from the higher education sector, central policy should aim at a gradual re-integration of International Education and higher education. This would increase the chances that*

### **Higher Professional Education**

In addition to the universities, there are about 400 institutions of higher professional education (HBO) in The Netherlands, with about 135.000 full-time students and about 60.000 part-time students.\* These institutions of higher professional education provide more practical-oriented courses of study, usually of a duration of 4 years. These courses lead to posts such as trained executives in business and industry, the services sector and sectors of Government and Education. Some disciplines, in particular, in the technical and agricultural fields, have university courses of study and higher professional courses of study. At present, a Higher Professional Education (Wet op het HBO) Act is being prepared. One of the major elements of the envisaged Act concerning Higher Professional Education is that the institutions of higher professional education become, in the formal and legal sense, institutions of *higher* education, which, at present, they are not.

At the moment, the higher professional sector is undergoing a similar process of concentration and cooperative planning, with the aim of reducing at least a considerable number of these institutions.

(\* ) At the universities there are about 150.000 students.

After this more general information on the Dutch higher education system, I should now like to turn to aspects concerning international cooperation, since these are naturally of particular interest to DELTA readers.

Individual contributions to DELTA will be preceded by an interview with Professor Dr. Gerrit Vossers. Professor Vossers was Rector of the Eindhoven University of Technology, and from 1979 to 1984 president of the European Rectors Conference (CRE). Given his longstanding international interest and experience, it seemed a good idea to talk to him about the renewed Dutch university education system and to ask whether or not he thinks that the new system will benefit international university cooperation.

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*certain parts of courses would be given in a language other than Dutch, so that it would also become easier to engage the services of foreign teachers in Dutch universities and institutions of higher education.*

*As far as the law of the Two-phase-structure itself is concerned, it would for instance be feasible that the originally planned second-phase professional training courses would become very strongly internationalised. Recently the three technical universities have jointly presented a highly coherent two-year training course for technical designers for the second phase.*

*The system of assistants-in-training ("apprentices") that has now been proposed means of course that few of the originally foreseen second-phase professional training courses are left, while it will be so difficult to build a study-abroad programme into the first-phase structure that this will scarcely be a realistic proposition. Four years will definitely be necessary to present a fully balanced curriculum.*

*H.L. Apart from the Law of the Two-phase-structure, the Dutch universities and institutes of higher education have just lived through the process of concentration and co-operative planning. Now the Second Chamber is discussing amendments of the law on university education. The conditions for a strong international orientation do not seem to be opportune.*

*G.V. That is basically correct, but this further emphasises that in the area of the internationalisation of higher educa-*

tion in The Netherlands, the universities themselves should seek a more conscious policy. The initial step and the main responsibility for its development should lie with the teaching staff, given that they are the ones who have the international contacts. A stay abroad during sabbaticals can only increase the possibility of such contacts. The colleges of deans could also play an important stimulating role in this.

Following international mobility of teaching staff, the international mobility of students needs to be promoted too, maybe through bilateral agreements, joint study programmes and the possibility of some kind of work experience. This is more a question of attitude and organisation rather than a matter of finance. It should in any case be possible to send a larger amount of students in the Germanic, Slavic and Romanic languages to the countries where those languages are spoken. The number of students that would actually end up going is very small. Some kind of financial support should stimulate this.

H.L. This brings me to the role of the national authorities. Unlike for example the Federal Republic of Germany, Great Britain and France, The Netherlands has never consciously and consistently carried through a cultural policy. Moreover, "dispersion" is a rather typical Dutch trait. How do you see the role of the national authorities in this area in the future?

G.V. The manner in which the proposed amendments on the law on university education have been handled does

Crucial to Professor Vossers's point of view is the assertion: "this further emphasizes that in the area of the internationalisation of Higher Education in The Netherlands, the universities should seek a more conscious policy."

### **Foreign students in The Netherlands**

It is a well known fact that the number of foreign students in Dutch universities is very low, i.e. approximately 2%. Regrettably this phenomenon cannot be further investigated at this stage. It has however been established that the Two-Phase Structure, plus the recent introduction of the rule that knowledge of the Dutch language be a compulsory prerequisite to university admission, have had adverse effects on foreign student intake.

Universities are well aware of this problem. A few years ago (May 1983) a work-group of the "Academische Raad" made some integral proposals for a preparatory period of study for foreign students. These proposals

### **Preparatory period of study for foreign students at the Delft University of Technology**

The Delft University of Technology proves to attract a good number of foreign students. In the language labs of the department 'Applied Philology' of the Delft University of Technology the Dutch language can be studied. The aim of the course is to teach the language in six months to foreign students who, on arrival in Delft, do not speak any Dutch at all, in order to enable them to follow the courses at the Delft University of Technology successfully. In some cases the course could take less than six months. For some time now attempts are being made to coordinate to a certain extent all the courses for arriving foreign students which are given in Dutch universities and institutes of Higher Education. Cooperation in language labs could in the long term lead to some economies. It could also lead to an improvement of the courses that are being offered.

indeed not indicate that the Ministry of Education and Science and the Second Chamber are strongly oriented towards internationalisation.

H.L. Dutch industry on the contrary does have a reputation for being interested in international relations. Can more support be expected from that angle?

G.V. Until a few years ago graduates from Dutch universities certainly met the requirements of industry. At present industry is increasingly entering into the fray. I applaud a greater involvement of industry in the quality of university education and research: industry has already been involved in some aspects of the second-phase training courses mentioned above of the Technical universities.

H.L. Back tot the national authorities. Can more support be expected from the Ministries of Economic and Foreign Affairs?

G.V. Foreign Affairs and especially the Dutch embassies abroad are not exactly known for stimulating the transmittance of knowledge abroad. They take a very conservative attitude towards the opening of Dutch universities and tertiary education institutions to third parties. From the Ministry of Economic Affairs we should be able to expect more than a mere wait-and-see attitude on the basis of the increase in the production of R&D-intensive products and export possibilities.

In a number of areas the internationalisation of Higher Education in The Netherlands can be more clearly illustrated against a background of the aims and the implementation of the Joint Study Programmes of the Commission of the European Communities in the area of Higher Education.

were not adopted by the Ministry of Education and Science. Not wanting to let go of the issue completely, a new work-group of the "Academische Raad" has developed some concrete proposals for universities to offer a basic Dutch language programme for foreign students in conjunction with already existing programmes. The date of this recent report is April 1985.

One of the members of this workgroup was M. Koster from the Delft University of Technology. The workgroup was particularly interested in including the Delft experience in the activities of the group. M. Koster reports from Delft.

The problem that poses itself is that according to the Academic Statute, the different faculties have the power to determine the level of competence in the Dutch language for students in their department. At first sight this seems reasonable. But as a result, the risk exists that requirements can be very divergent. Cooperation between language courses can prevent this.

On the other hand the Dutch language course at the Delft University of Technology pays special attention (relatively speaking) to the technical usage of the language. It is obvious that this will not change.

It is of the utmost importance that foreign students do not become isolated. In learning the Dutch language, the foreign student becomes less vulnerable. One also has to

keep in mind that the foreign student spends only a part of his time on the university campus. In daily life he is confronted with all sorts of situations in the Dutch society. It is precisely in this area of day to day living that he will have to be capable of finding out essential information. Dutch newspapers regularly contain important communications for foreign students. In the same vein, the systematic following of news bulletins on the radio or on television can spare the foreign student from unpleasant situations.

All these considerations form the basis for the preparatory period of language studies for foreign students at the Delft University of Technology.

The above résumé concerns foreign students who wish to engage in a complete course of study at the Delft

It is becoming increasingly important to stimulate the interest of Dutch students in doing part of their studies abroad. The availability of specific information is

University of Technology. Additionally there is an extensive group of foreign students who wish to obtain an engineering diploma at Delft who could be included in the courses at the Delft University of Technology, at a later stage, and who could find themselves in a slightly different situation as a result.

Recently there have been cases of foreign students who attend the Delft University of Technology for a very limited period of time. This usually happens in the case of student exchanges. This requires a certain amount of flexibility in the present policy. But the requirement for sufficient knowledge of the Dutch language is upheld in principle.

A. Koster (Engineer)  
Delft University of Technology

very important. In 1983 the Centre for Mobility (VISUM) was created. Marianne Meyerink reports on VISUM.

## VISUM

An information centre for international academic mobility exists in The Netherlands since 1983. The centre is called VISUM, which is an acronym of "Voorlichtingscentrum voor Internationale Samenwerking, Uitwisseling en Mobiliteit in het Hoger Onderwijs" (Information Centre for International Cooperation, Exchange and Mobility in Higher Education).

VISUM exists thanks to an initiative by the Council of Europe which in 1976 proposed a resolution to create such an institution in each of the countries of the Council of Europe, with the specific aim of promoting the mobility of students and academics in the member-states. The motion was endorsed by the Dutch authorities and in 1983 the Ministry of Education and Science granted a subsidy to the Netherlands Universities' Foundation for International Cooperation (NUFFIC) to enable it to fulfil this function in The Netherlands. Since that time VISUM forms part of the equivalence department of NUFFIC.

An important aspect of VISUM's work consists in the processing of requests for information from private individuals - mostly from students - who wish to continue their education in another country. In 1984 VISUM processed approximately 1000 written or telephone requests. Most of these requests come from Dutch citizens. They are mainly interested in the possibility of studying in our neighbouring countries, in the United States and in Japan. VISUM provides information on topics such as the availability of financial support; the prerequisites for enrolment in the relevant countries; programmes of study and the value of foreign qualifications in The Netherlands. At VISUM students can also consult the various handbooks

The availability of finance for the extra cost involved in studying abroad is an added source of concern. Universities and faculties have very limited financial resources for this purpose. The possibilities are limited also in the area of bilateral cultural agreements. Dutch universities have for some time been pleading with government authorities for a systematic programme such as the "Integriertes Auslandsstudium" of the DAAD in the FRG, without much success. The universities have taken over with approval a statement made by the Ministers of Education of the EC-Member States (June 1983) which reads: "The Member States should make special efforts to promote study periods abroad of limited duration which as a rule should be relevant to the home qualifications sought by the student."

of foreign universities - we have several tens of thousands of such publications - and they can consult other reference materials. VISUM also provides information to foreign students who are interested in studying in The Netherlands. This group is however much smaller than our Dutch customers.

In order to stimulate the interest in The Netherlands in the possibilities of higher education abroad, VISUM publishes "VISUM NEWS" four times per year. VISUM NEWS contains background articles and practical information on topics such as the possibility of obtaining grants, on exchange programmes, on cooperative projects between Dutch and foreign institutions of higher education, on post-graduate education abroad, on equivalence of diplomas, etc. This publication is added to the NUFFIC publication "Overzicht" (NUFFIC Review). An extra edition of approximately 1500 copies will further be sent to those in Dutch universities, in the Higher Professional Education-sector and in the Ministries who are involved in international relations, and to the relevant organisations in the country. The interest in the publication is very great, and the mailing list continues to grow.

VISUM maintains regular contacts with colleagues from information centres in other countries of the Council of Europe. Through the exchange of information these centres keep each other informed on the developments in the higher education sector of their own countries.

Marianne Meyerink,  
VISUM/NUFFIC

Very recently however, on the occasion of the visit of the Minister of Education of the State of Nordrhein-Westfalen to The Netherlands, an amount of Dfl. 50.000.- was made available by the Dutch Ministry of Education and Science for the purpose of providing extra finance to cover the extra costs incurred by Dutch students who are doing part of their studies in Nordrhein-Westfalen.

Do we have to await the visit of foreign ministers of Education to The Netherlands before such arrangements can be made for other countries ?

Given the reduced duration of total enrolment time, the necessity for an integrated study abroad programme becomes all the more poignant. Given the similarities of

our education systems and the geographical proximity of our neighbouring countries, cooperation with them seems self-evident. Increasingly student exchanges have become important facets of these bilateral cooperation agreements.

The Nijmegen experience, which may make use of the extra government finances for the Nordrhein-Westfalen student exchange programme, is of particular interest.

### **Cooperation between the Catholic University of Nijmegen (Netherlands) and universities in Nordrhein-Westfalen, Federal Republic of Germany**

In 1984 the Catholic University of Nijmegen has reached an agreement for a cooperative programme with the Westfälische-Wilhelms-Universität, Münster (March 1984) and with the Universität-Gesamthochschule Paderborn (October 1984). In undertaking this formal general agreement, the universities wish to promote and reinforce the existing cooperative ties between them. For the realisation of this principal aim, the contracting partners aim for a) a staff and student exchange and b) the organisation of common colloquia, research and study programmes. Each party will endeavour to make possible and to promote part time study opportunities for students from each other's universities by offering their support in the search for extra financial grants and by providing individual supervision. In order to put into effect the sub-objectives mentioned above, the participating universities will utilise their own means to the extent that they are available to them. Additionally they will endeavour to receive financial support from national and European institutions. Within the area of these general agreements sister-faculties and departments will be able to engage in separate partial agreements in order to realise the two sub-objectives.

On the basis of the general agreement between the Catholic University of Nijmegen and the Westfälische-Wilhelms-Universität, Münster, the two Law faculties of these institutions concluded such a partial agreement on 26 March 1984 and a Joint Study Programme entitled: "Joint Cooperative Programme Law Münster-Nijmegen" was set up at the beginning of the 1984/85 academic year for fourth year students from Nijmegen and for 7th and 8th semester students from Münster. We opted for the fourth year of study because at that stage students possess sufficient knowledge of the most important principle factors of their national legal systems. The course starts with a joint introductory course in Dutch and German law. During this introductory period of study lectures are given by professors from both faculties which consist of a systematic and historic introduction to both legal systems as well as an introduction to the three most important primary factors of the two legal systems, i.e. private law; constitutional and administrative law and penal law. After this introduction course a number of optional units of Joint Study Programmes will be offered to 4th year law students of both faculties. These optional units include subjects such as the History of Law, Labour and Social Law and

International Private Law. Attending these Joint Study Programmes will have the same effect for students from both faculties as if they were attending normal fourth year courses at their own universities. The 1984/85 Joint Study Programmes for both faculties, served an experimental purpose; the experiences gained will be incorporated in the 1985-1986 Joint Study Programmes. We aim to give students the opportunity to do an in-depth study of the legal system of the neighbouring country.

On the basis of the general agreement that exists between the Catholic University of Nijmegen and the Universität-Gesamthochschule Paderborn, the Arts faculties of both universities have, on the 25th October 1984, concluded a partial agreement which provides Dutch and German students with the opportunity to study at each other's institutions for a certain period of time. This partial agreement entitled: "Agreement on student exchange" offers the following facilities:

- a) the courses of study at the other university as well as study results are recognised by both parties;
- b) students retain their scholarships;
- c) students stay on the roll of their own institution, but they also register as temporary students at the partner institution. However, they only pay tuition and registration fees once, i.e. at their own institution;
- d) students can obtain extra financial support as a compensation for the extra costs they incur such as travel expenses, additional medical insurance and books;
- e) inviting universities are examining whether student accommodation can be provided.

In the past student exchanges were also possible, but the financial and other arrangements had to be met on an individual basis. The steady "unification of Europe", and the introduction of reduced duration courses in the framework of the two-phase educational structure in The Netherlands, provided the Catholic University of Nijmegen with the motivation to enter into general agreements with sister institutions in neighbouring countries. It also enabled us to contribute to the promotion of international mobility. The Joint Study Programmes of the Commission of the European Communities constitute a solid basis for the organisation of cooperative agreements.

J.Th. Willemsen  
Director International Relations  
Catholic University of Nijmegen

Another example of Dutch-German university cooperation in a Euro-regional context is that between the

University of Groningen and the University of Oldenburg.

### **Cooperation between the University of Oldenburg and the University of Groningen**

#### **Introduction**

On 31st May 1985 the extension of the general agreement between the two universities has been ratified in Oldenburg. The original agreement was concluded in 1980. On the occasion of the signing of the extension of the agreement, a micro-symposium on regional development and marine biology has been organised. This is not a coincidence: it is precisely in the area of joint research projects that the cooperative activities are most poignantly illustrated.

#### **History**

In the years 1977 and 1978 the State University of Groningen made an inventory of the contacts and cooperative activities between the faculties of the State University of Groningen and universities in the Federal Republic of Germany. From this inventory it appeared that there existed regular contacts with the universities of Bremen, Hamburg, Cologne, Marburg, Münster and Oldenburg. With the University of Göttingen, as well as with the University of Newcastle upon Tyne in England a joint

study programme was already in existence. The aim of making such an inventory was to check the possibility of setting up cooperative programmes with universities other than the two just mentioned.

On the basis of the inventory we temporarily selected Oldenburg. Almost simultaneously Oldenburg was looking to establish contacts with Groningen on an administrative level, partly on the basis that both universities are regional in character.

But the differences that exist between Groningen and Oldenburg in terms of the development and structure courses offered have in no way prevented the establishment of a cooperative programme; neither has there been a noticeable difference in the input from both universities, either on a qualitative or on a quantitative basis. On the contrary, to date there is talk of equivalence.

### **Objectives of the cooperation**

The General Agreement was concluded in April 1980. The agreement involves cooperation in the area of education, research, post-academic education and social service (article 1). In practice (article 3) this includes, among other activities: undertaking joint study projects; the organisation of congresses and discussion groups; the exchange of publications and reports; the creation of joint educational programmes; staff allocation to certain courses; the care of guest lectures; the exchange of students and the participation of students in sub-units of the courses in both universities.

### **Detailed outline of the cooperation**

In the beginning the cooperative programme consisted of about four concrete research and education projects, i.e.:

- a. a joint project in the area of micro-biology, with special emphasis on the biology of the Ems Dollart estuary (wadden);
- b. cooperation in the area of clinical psychology;
- c. a research project in the area of clinical psychology;
- d. research into the problems of the development of North-West Germany and North-East Holland.

It was agreed that, after the initial start, contacts would be established on a subject level and that a proposition would be formulated by both parties (joint venture system). To lend support to this enterprise a yearly amount of Dfl. 50.000,- will be set aside in both universities. This amount will cover the working expenses of the programmes

Fortunately we do not have to limit ourselves to The Netherlands and Germany. M. Corzilius reports on a

(travel expenses, translation and publication costs, cost of organising seminars, etc). As a general rule no subsidies were given for staff expenses. These need to be borne by the relevant faculties.

The applications were evaluated by a small work-group.

### **Results of the intermediate evaluation**

From the beginning the basic principle was adopted that cooperation needed to be developed at faculty level. The stimulus provided, i.e. a few years of subsidies to cover working costs while there was talk of setting up a joint venture, proved to be adequate. Moreover, we have always aimed at limiting the cost involved in organisational overheads. Our motto was: no excessive paperwork !

After a few investigations into the possibility of receiving subsidies from the government, we abandoned this approach as we noted that any interest in going along with this kind of development was very slight, if not altogether absent.

In the process of expanding the cooperative venture, student exchanges have lagged behind. There are several reasons for this. To start off with there are notable differences in the programming of the courses offered. Oldenburg divides its academic year into semesters, while Groningen works with teaching units. Since the introduction of substantial changes in the Dutch educational programme (the law of the two-phase structure) it has proved difficult to reach a better level of assimilation. Naturally there are also language problems, and students face a number of financial difficulties. Helping them to meet some of the additional costs such as accommodation, travel expenses and other material costs, would perhaps create further possibilities.

The possibilities that the EC is offering at present can maybe help to promote student exchanges. The necessity for this is indisputable.

The University of Oldenburg is closest to Groningen in distance (140 km only) and it is also the university which has cooperated most actively in the establishment of a joint study programme. Practical collaboration, organised by faculties, benefits both parties and has a fruitful and stimulating effect.

Prof. Dr. E. Bleumink  
Rector  
State University of Groningen

Joint Study Programme of the Eindhoven University of Technology with Lille and Compiègne.

## **Inter-university collaboration between the Eindhoven University of Technology and neighbouring universities such as the UTC and the USTL**

Like all universities and institutions of Higher Education, the Eindhoven University of Technology, The Netherlands, maintains many more or less intensive contacts with foreign sister institutions. These contacts are often established on the basis of friendly relations between professors. Besides these there exist more specific programmes of a general nature concerning, for instance, scholarly exchanges with China and Indonesia, which are at present being built up. Naturally there also exists at the Eindhoven University of Technology a professionally established, smoothly running joint development programme. Taking all these good points into consideration and without wishing to detract from any of them (quite the contrary), the

Eindhoven University of Technology has, as a special point of action in the area of foreign policy, promulgated that intensive and selective contacts with a limited number of related sister-institutions in nearby countries be established.

The basic premise here is that given the relatively short distances between institutions, combined with minimal differences in teaching methods, there are more possibilities than if the distances were greater, if only from the point of view of cheaper and easier preliminary and organisational work visits for staff as well as for students. As a result of this, maintaining the continuity of the programme

(which is often a weakness) will not only be facilitated, but it would be relatively easy to expand an existing contact. Student exchanges, exchanges of staff and subsequent joint research and combined study programmes could be created. Even though other types of joint follow-up activities are not excluded, starting with student exchanges has the advantage that it meets a special need technical faculties have because of the introduction of the compulsory, or at least desirable, external work experience which should preferably take place abroad. This entails that there is immediate talk of inclusion into the existing study programmes and that there are immediate contacts between students and also, because of supervisions, between staff. From the beginning onwards there exist optimum opportunities for integration !

An incidental effect is also that industries are directly involved because the work experiences take place not only in the participating universities, but also through the intermediary of the universities and under their supervision, at nearby industries or scientific institutions with whom the Eindhoven University of Technology has good contacts. This not only simplifies financial arrangements, but it promotes the multi-disciplinary character and facilitates the reciprocity which, from the beginning onwards, is upheld as much as possible. Another important premise is that it is quite feasible that Eindhoven University of Technology graduates will pursue a career in neighbouring countries either independently or as employees of some of the multinationals which are so plentiful in The Netherlands. A similar set of premises would be applicable to sister institutions in the reverse order: multinationals also appoint foreigners to The Netherlands. In this manner a conscious effort is made to promote employment mobility in Europe, which is one of the basic principles of the European Community.

The above mentioned policies have been tackled energetically and the first results have already been obtained, such as for instance the direct exchange with the Ecole Centrale des Arts et Manufactures (ECP) in Paris, one of the most important "Grandes Ecoles"; another example is a student and staff exchange programme which receives financial support from the European Community, with the university of Strathclyde, Glasgow, UK; a further initial start has been made to establish contacts with the Rheinland-Westfälische Technische Hochschule Aachen and with other important technical universities in the above mentioned countries. What this entails in practical terms can best be elucidated on the hand of two examples:

**- UTC: Université de Technologie de Compiègne, France:**

The final year student in Mechanical Engineering, Jérôme Dupas from the UTC was for five months given a place in the FLAIR-team (Flexible Automation and Industrial Robots) of the EUT. His contribution was a resounding success, with the result that the professor responsible, Prof. Dr. A.C.H. van der Wolf, looked forward to receiving a similar candidate. Hugues de Rosemont, the second student from the UTC, amply satisfies all expectations: he will make substantial contributions to this modern aspect of Mechanical Engineering at the EUT.

In another area of advanced research of the Department of Mechanical Engineering at the EUT, i.e. Research in Material Fatigue, another junior year student of the UTC, Miss Valérie Guenon, has for the last five months done some important work. An interesting peculiarity here was that her English, which is the vehicle of instruction in the practical classes, was not very good. A special English course in the well equipped language lab of the EUT as an aspect of her practical experience, has been so successful that she has been selected by the UTC to receive a scholarship to the USA. This definitely is a success story and at the same time it is an example of a multi-disciplinary approach.

Most of the EUT students who are sent to the UTC study the Computer Sciences because the UTC occupies an important place in this vital subject area.

**- USTL: Université des Sciences et Techniques de Lille, France:**

At the USTL the experiences and results of several EUT students are especially interesting. The Electro-technical student Paul van der Ven completed a work experience in the ultra modern area of micro-processor application in an industry which maintains friendly relations with the USTL. He was under supervision of the USTL staff, and presented a successful final discourse, in French, which was also attended by Mr. P.J. Corzilius in his role as the person ultimately responsible for this compulsory work experience programme.

Even more important was the work experience of the Mathematics student Evert Kuijpers at the USTL, under supervision of Prof. Dr. M. Rem (EUT), and Prof. G. Werner (USTL). The latter provided a contact for our student with the University of Grenoble that will lead to a promotion and to a much desired career for Mr. Kuijpers in France. Apart from the higher level practical work experiences which our students were able to gain in Lille, the social contacts there are especially pleasant. One of the students, Johannes Kwaspens, who is a member of a student choir in Holland, replaced a sick guitarist in a student band in Lille.

Conversely we received the USTL Chemistry student Guy Ranjatoelina. We were able to offer this student (who came originally from Malagasin in Madagascar) a high level practical experience in Recombinant-DNA research, which he completed satisfactorily and which he concluded with a discourse at the USTL, attended by us, and during which some new contacts were established.

The initial subsidy received from the Dutch Ministry of Education and Science was extremely important, but just as important were the tokens of appreciation we were fortunate to receive from them afterwards. A similar remark applies to the French Ministry of Education which in the meantime has approved a specific financial grant, at the instigation of the Educational Attaché of the French Embassy at The Hague, Mr. G. Siclet, without whose animated support none of this would have been possible.

P.J. Corzilius  
In charge of External Affairs,  
Eindhoven University of Technology

Depending on the nature and the intensity of the agreement, there will be opportunities for joint research and making course material. From Leiden we have a

report on Dutch-British cooperation in the area of Caribbean Studies.

## **Caribbean Studies in a European Perspective (Leiden)**

*In the past few years the Caribbean area has increasingly been the object of public interest. One of the main reasons for this interest lies in the political development of the region which has reached the international headlines on several occasions: Cuba and Granada are but two examples. Another explanation for West-European interest in the developments in the Caribbean is the fact that many European countries harbour considerable numbers of minority groups from former Caribbean colonies within their borders.*

*It is not surprising that the scholarly interest in the Caribbean should also have increased particularly as far as the countries are concerned which historically have had close links with the area, such as England, France and The Netherlands. Several Dutch universities offer courses and conduct research programmes of the Caribbean. Since 1974 the Caribbean Department of the Royal Institute of Linguistics and Anthropology (Leiden) offers an inter-university "doctorate" programme in Caribbean Studies. This two year course gives an introduction into the history, problems of development and present day characteristic features of the region. Students from any subject area and from all universities can follow this course as a supplementary subject. Lectures are given by the teaching staff from the five participating universities (the Catholic University of Nijmegen, the State University of Leiden, the State University of Utrecht, the University of Amsterdam and the Free University of Amsterdam) as well as by experts from specialised institutes.*

*Ever since the inception of the course on Caribbean Studies, the organisers have aimed to introduce expertise from other countries into the course. As a result we established contacts with the University of Warwick in the United Kingdom. This university has a Joint School of Comparative American Studies. Their interest in the Caribbean has recently led them to the establishment of a Centre for Research in Ethnic Relations which also belongs to the University of Warwick.*

*Thanks to subsidies received from the Commission of the European Communities we have been able to build up a close working association with our colleagues from the University of Warwick since 1982/83. For this association both parties have made contributions to study programmes and have busied themselves with the organisation of study conferences.*

*Much depends on the adequate preparation of a cooperative programme. Short Study Visits can be a first step in the right direction. Mr. Gerrit de Jager from the*

*A regular and carefully planned staff exchange programme has made it possible to enrich the University of Warwick curriculum with contributions from Dutch colleagues on themes such as the history of slavery, contract labour, migration and the problems of development. These units allow us to compare the experiences of the (former) Dutch Caribbean with those of the British Caribbean. Conversely staff from the University of Warwick gave lectures to Dutch students on the English speaking countries of the Caribbean. Additionally mutual expertise is being exchanged in relation to the other linguistic areas of the Caribbean, eg. the Spanish speaking regions.*

*Both parties are extremely happy with the way in which the joint study programmes operate; without subsidies from the European Commission this cooperative programme could certainly not have taken place. It was important to us that the joint programme did not limit itself merely to an exchange of staff: we wanted to jointly undertake new initiatives such as the study conferences which ultimately lead to the introduction of new joint educational themes.*

*It seemed to us that it was important to prepare the staff exchanges thoroughly in order to enable students to make optimum use of guest lectures. Staff have produced course outlines which are published in the I.U.C. handbook entitled "What you should know about the Caribbean". Naturally these outlines are written in English, the language used in guest lectures: with the help of these outlines students can prepare for lectures in advance.*

*As far as our own plans are concerned I would like to point to our wish of making the existing bilateral cooperation trilateral by looking for partners in France. In this manner the present member states of the European Economic Community who are most closely connected with the Caribbean, historically and from a present day point of view, could work together on a joint European perspective in Caribbean Studies.*

*Gert J. Oostindie  
Head of the Department of Caribbean Studies,  
Royal Institute of Linguistics and Anthropology*

*Council for Higher Professional Education coordinates such a programme for some higher professional institutions in The Netherlands.*

## **International workshop on mergers and reorganisations in Higher Education**

*In anticipation of the problems which will appear when the Dutch Higher Education sector will proceed with mergers and reorganisations, a group of leading personalities from the Dutch Higher Professional Education Sector has made an orientation visit to the United Kingdom. The experiences that have been gained there in similar circumstances will be very useful in shaping the processes of change in The Netherlands.*

*In September 1983 the Minister for Education and Science published a policy statement which gave the first impulse to a large scale expansion of the non-university sector of Higher Education. This sector (the HBO) pro-*

*vides training for approximately 200,000 students in the field of higher professional education. The structure of these training courses is rather disparate and covers a broad spectrum of occupations (from computer experts and agricultural engineers to practicing musicians). The policy statement of the Minister of Education and Science is aimed at the fusion of more than 400 institutions in order to reduce their numbers significantly: the figure envisaged is 40 to 60.*

*In order to coordinate this process, the Council for Higher Professional Education has been appointed process-coordinator by the Minister of Education and Science.*

*This Council is the national advisory council of the Higher Professional Education Sector. It is the task of this Council to promote the development of the Higher Professional Education Sector and to act as advisors to the government. In the General Assembly, the highest authority of the Council, representatives from all the organisations of the Dutch Higher Professional Education Sector are present. The Council has set up an organisation project to provide assistance in the fusion process: this project provides services for the Higher professional institutions and coordinates the exchange of information.*

*In keeping with these activities, the Advisory group Education and Organisation of the Council has organised a series of workshops which give advice and information to the management of the institutions concerned about the possibilities for further development and management of the new institutions. An important element in these workshops is the information about similar processes that have taken place abroad.*

*In September 1984 a workshop was set up between the Advisory Group Education and Organisation and the East Anglian Management Centre of the North East London Polytechnic, entitled: "Reorganisation and Mergers in the non-university sector in Holland", for which a subsidy*

*was gratefully received (group short study visit grant). This workshop raised existing and potential problems which the reorganisation could bring about for the authorities and for the institutions on an educational and on an organisational level; the different approaches for the solution to those problems were based on experiences in the USA and in the United Kingdom.*

*The workshop has made a significant contribution to the development of different methods of approaching the problems associated with mergers, and has simultaneously provided the opportunity to work out solutions together. Participants considered the workshop to have been very positive and there are plans afoot to repeat a similar workshop for other prominent officials from the higher professional education sector who also play a central role in the merger processes. The experiences gained during this workshop will be written down in a publication of the HBO Council which will describe the situation in several countries of the European Community with regard to the reorganisation of the professional sector of Higher Education.*

*G. de Jager  
Secretary  
International Relations Council  
for Higher Professional Education  
(HBO-Raad)*

### **In conclusion...**

In the previous pages we have concentrated on the basic conditions within which the Dutch Higher Education system has to operate, on a national as well as on an international level. The fact that despite those structural limitations, good examples of international cooperation in Higher Education in The Netherlands can be given, and given that a lot of attempts at international cooperation are being made, will, we hope, serve to stimulate institutions to further investigate and broaden such initiatives. Indeed, for an internationally oriented

society such as The Netherlands, it is of paramount importance that the Dutch Higher Education system is able to participate actively in Joint Study Programmes in an international context, and more especially in a European context.

In this respect, the Dutch institutions of Higher Education are pleased to be PARTNERS IN UNIVERSITY COOPERATION.

## **Oyez ! Oyez !**

### **Staff exchange**

#### **Long term staff exchanges for technology transfer agencies within the European Community (2-3 months)**

##### **Aims of the programme:**

The programme has been set up by the Commission of the European Communities in the framework of the "Plan for the transnational development of the supporting infrastructure for innovation and technology transfer" with the aim of enabling agents involved in technology transfer, innovation and industrial information to become familiar with the working methods of similar organizations in other Community countries.

##### **Financial participation of the Commission:**

The Commission will reimburse travelling expenses (first class rail or economy class air) and will grant a per diem allowance of ECU 25 to be paid in 35%-rates to the beneficiary. The host organisation will receive an allowance of ECU 200 for each started month of secondment. A final report will be requested both from the beneficiary and the host organization. Participation in the programme is open to all agents in technology transfer, innovation and industrial information established in a Member State of the Community. They need not necessarily be members of the TII Association.

### **Transnational staff exchanges within the European Community of about two weeks**

##### **Aims of the programme:**

The programme has been set up by the Commission of the European Communities in the framework of the "Plan for the transnational development of the supporting infrastructure for innovation and technology transfer" with the aim of enabling agents involved in technology transfer, innovation and industrial information to become familiar with the working methods of similar organizations in other Community countries.

##### **Financial participation of the Commission:**

The Commission will reimburse travelling expenses (first class by rail or economy class air) and will grant a per diem allowance of ECU 25 to be paid to the beneficiary upon delivery of a final report at the end of the secondment period. Participation in the programme is open to all agents in technology transfer, innovation and industrial information established in a Member State of the Community. They need not necessarily be members of the TII Association.

For further information:

TII,  
Boîte postale 1704 (GISL),  
7 rue Alcide de Gasperi,  
Luxembourg Kirchberg.  
Tel. 352.43 80 96

### **A New EMS Course**

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- . multinational companies
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- . trans-national technical federations and associations
- . professional activity as technical translators at international conferences.

The Department of Combined Engineering at Coventry Polytechnic and the Fachbereich Maschinenbau at the Fachhochschule Osnabrück have therefore developed, with the financial support of the Commission of the European Communities, an exchange programme in European Mechanical Engineering Studies (EMS).

The first students on this new course are to register at Osnabrück in the Winter Semester 1985. It will cover seven semesters. This is to include a one-year study visit to the partner institution.

In the first four semesters, the programme corresponds in its technical subjects with the conventional Mechanical Engineering course. As fluency in English (both written and spoken) is an essential requirement for the exchange programme, an intensive language course is provided throughout this first time span. Participation in the exchange programme is dependent

upon passing a preliminary course examination which includes an examination in Technical English. If a student fails the examination in the latter subject he can change with practically no time loss to the conventional Mechanical Engineering course owing to the far-reaching nature of the exchange programme. An exchange in the other direction is possible only if the required language ability can be proven through passing the prescribed examinations.

The technical teaching modules are reduced in order to allow for the language training element, but this is compensated for by the teaching programmes offered at Coventry Polytechnic. A series of general technical teaching modules has been developed for the one-year study visit in Coventry and the seventh semester at Osnabrück. Over and above this, a range of subjects will be offered as supplementary options to complete the study programme, in areas of specialisation, such as:

- . Production and Output
- . Thermodynamics/Hydraulics
- . Robotics

The proportion of business economics subjects can be increased.

When they successfully pass the course examinations, the graduates are awarded the German "Diplom-Ingenieur" (Dipl. Ing.) and the British "Bachelor of Engineering" (B.Eng.).

Dr. Ing. D. Blanck  
FB Maschinenbau  
FH Osnabrück  
Albrechtstrasse 30,  
D-4500 Osnabrück

### **Chemistry**

We wish to draw your attention to a joint course arranged by the university of Aachen, Liege, Lille and Milan, 23-26 September 1985 at the University of Lille.

The organisers are Professors Petit and Mortreux, Villeneuve-d'Ascq.

The subject of the course is Applied Industrial Chemical Catalysis. Aspects covered are Homogenous Catalysis, Carbon Monoxide Hydrocarburate Activities and recent developments in Homogenous Catalysis (Photocatalysis, Electrocatalysis, Clusters, Enzyme Catalysis,...).

These international days are arranged in the form of specific courses given by experts in the different fields from France, Germany, England, Italy and Belgium and are intended for doctorants, post-doctorants and all researchers interested in Catalysis.

Further information can be obtained from Professor Hubert, Institut de Chimie, B.6, Sart-Tilman (tel. 041.561445) or Professor Petit, ENSC Lille, France 59652 Villeneuve-d'Ascq (tel. 33.20919222).

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