

ERASMUS

newsletter



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Photograph by courtesy of the Gemeentebibliotheek Rotterdam

Desiderius Erasmus (1469-1536), the Dutch humanist whose extraordinary scholarship during the Renaissance was inseparable from his extensive travels to major European centres including Paris, Cambridge, Venice, Leuven and Basle. This portrait of Erasmus by Hans Holbein the Younger, which dates from 1523, is in the Öffentliche Kunstsammlung, Basle.

ERASMUS

An Investment in the future of the Community

On 14 May 1987, the Education Ministers of the Twelve reached agreement on the European Community Action Scheme for the Mobility of University Students (ERASMUS). With a total of 85 million ECU earmarked for its initial phase (1 July 1987 to 30 June 1990), the programme will aim to encourage greater student and staff mobility throughout the Community by means of the creation of a European University Network, the award of grants to individual students, arrangements for the mutual recognition of qualifications and courses, or parts of courses, and a range of additional supporting measures. In the following article, Alan Smith, Director of the Office for Cooperation in Education, which assists the Commission in the management of its higher education grant schemes, examines in more detail the Actions envisaged in ERASMUS, which was formally adopted by the Council on 15 June 1987.

May 14th 1987 will go down in the history books as a milestone in the development of the Community as a whole. When the Education Ministers of the 12 Member States, meeting in Brussels, reached agreement on the ERASMUS Programme (the European Community Action Scheme for the Mobility of University Students), they not only created the basis for giving a significant boost to the level of student mobility within the Community, but also laid one of the main foundation blocks in the edifice which has come to be known as the People's Europe. As Commission Vice-President Manuel Marin put it at the press conference which followed the Ministers' meeting, "ERASMUS is a programme of hope for the young people of Europe".

Agreement on the Programme had not been easy to reach: the Commission's proposals for ERASMUS (cf. Doc. COM(85)756 final/2) were submitted to the Council early in 1986, but while all Member States had welcomed the objectives of the programme, a number of them (notably France, the Federal Republic of Germany and the United Kingdom) had raised serious objections to the overall budget envisaged and the legal base upon which the Commission's proposals rested. In November last year, when the Council of Education Ministers failed for the second time to reach a satisfactory agreement on the Programme, the Commission even withdrew the proposal altogether, fearing that it might be adopted with such a small-scale budget that the objectives of the Programme would be seriously jeopardized. However, after the heads of State and Government, meeting within the European Council in December, had reiterated the importance which they attached to ERASMUS, the Commission's proposals were re-tabled in an unamended form, and top-level pronouncements in favour of the Programme which then followed, such as President Mitterrand's broadcast on French television in March, suggested that the chances of a successful outcome were more favourable this time.

The ERASMUS Programme finally agreed does every justice to its objectives - and to the memory of the 'mobile' European scholar from whom it derives its name. Far from being an uneasy compromise on which several parties have serious misgivings, the programme was agreed unanimously by the Education Ministers of all Member States and, with the wholehearted support which the universities of the Community have given the programme from the very start, there is every reason for confidence in the ability of ERASMUS to make a real impact on inter-university cooperation in the Community. True, the Commission - and those Member States (the majority) which had supported the Commission's stance - had to make significant concessions on the budget, but the design of the programme has remained intact and

constitutes a comprehensive instrument for developing a wide range of inter-university cooperative activities, on a voluntary basis, between all Community countries.

The main objective of the programme is to help boost *student mobility* between the twelve Member States well above its present unsatisfactory level, by providing far more students than hitherto with the possibility of spending a recognized period of study in another Community country. The significant increase in the number of graduates with first-hand experience of other Member States to which this will give rise, will not only be a cornerstone in the construction of the People's Europe, as indicated above. It will also be an essential component in helping to raise the awareness of interdependence within the Community, thereby contributing to the completion and consolidation of the internal market which will be the key to ensuring EC competitiveness on the world stage in the years ahead. For this reason, one of the main actions envisaged within ERASMUS is the creation of a major scheme of *grants to students* to enable them to cover the extra 'mobility costs' of studying in another Community country.

But in addition to the support to be given to students, ERASMUS will also promote - through the progressive creation of the *European University Network* - a wide range of other academic activities with a European dimension, notably by providing support to facilitate exchanges of *teaching staff* between higher education institutions throughout the Community. An overview of all the Actions contained in the Programme is provided elsewhere in this present article.

The intensification and long-term consolidation of higher education cooperation in the Community is not something which can be produced overnight. It will take time to develop and mature. For this reason, it is particularly significant that in agreeing the ERASMUS Programme the Education Ministers have not imposed a time-limit on its duration. ERASMUS will therefore be an ongoing programme, though naturally with a built-in procedure for regular review (in the initial phase from 1987-1990, there will be an interim report to Ministers each year, and a more in-depth evaluation will be conducted after three years on the basis of which certain adaptations to the programme will be possible).

Not that ERASMUS will be starting from scratch. The programme will be able to build upon the results of a full decade of experience with the Community's pilot programme for inter-university cooperation - the Joint Study Programme grants scheme, introduced in the framework of the Community's Education Action Programme of February 1976. In all, some 586 joint ventures

for student and staff exchange and the development of common curricula have been supported since the grant scheme began, and demand from the universities has been increasing dramatically over the years. This year, over 600 requests were received - 25% more than in 1986 and ten times the number of applicants who came forward when the programme first began.

The first foundations of the European University Network have therefore already been laid, and Ministers have felt it prudent to develop this Network further before embarking on the award of grants to students on a large scale. Priority will therefore be given to the Network in the early years of ERASMUS, and it is expected that a large proportion of the 10 million ECU earmarked for the 1987/8 academic year will be spent in the form of grants to higher education institutions to enable them to develop the necessary infrastructure for the management of substantial and ongoing programmes for student and staff exchange.

Already from the academic year 1988/9, the ERASMUS budget will increase sharply to some 30 million ECU, and at this point the number of students receiving ERASMUS grants will correspondingly grow. A further 45 million ECU are earmarked for the 1989/90 operation (almost two-thirds of which will be spent on student grants), bringing the total budget for the initial 3-year phase of ERASMUS (1 July 1987 - 30 June 1990) to 85 million ECU. With this budget, it is provisionally estimated that it will be possible to award some 2,000 grants to universities, 4,000 grants to teaching staff and administrators, and over 20,000 mobility grants to students in this initial phase of the Programme.

In order to implement a programme of this magnitude, full commitment from those involved in the central coordination of the Programme in Brussels will not be enough. For the Programme to realize its full potential, it must be carefully attuned to the situation, systems and needs of each Member State, and this is reflected in the management structure envisaged. To assist the Commission in the implementation of the Programme, an ERASMUS Advisory Committee will be established consisting of two members per Member State, at least one of whom will be drawn from the academic community. The Committee will be a purely consultative body, but its role will be crucial for achieving the best possible interface with Member State policies and programmes and for ensuring the full involvement of the higher education community in the implementation of the Programme. Furthermore, as far as the student grants are concerned, the programme agreed by the Ministers provides for a decentralized administrative structure: students will not apply for financial support directly from Brussels, but rather the responsibility for administering the grants will lie with appropriate authorities in each of the Member States - either a central organization at national level designated for this purpose, or - at the discretion of Member State governments - with the universities themselves.

This structure, which was adopted at the Commission's proposal, reflects Commissioner Marin's commitment to ensuring a transparent and flexible administration of the Programme, and it is also a clear indication that the adoption of ERASMUS does not in any way signify an intention on the part of the Commission to intervene in areas of higher education policy-making which are properly the responsibility of the Member States.

The development of links between the higher education systems operating in the Member States, ensuring

greatly enhanced cooperation across the national boundaries is, however, a matter of crucial concern to the future well-being of the Community as a whole. Coming as it does just one year after the adoption of the COMETT Programme for the promotion of links between higher education institutions and industry, ERASMUS therefore takes its place in a more comprehensive Community policy designed to achieve the maximum possible Community-wide exploitation of the intellectual resources available in the twelve EC Member States. As a long-term investment in the development of the Community's future human resources, it is predicted that ERASMUS will have an impact on Community development which is out of all proportion to the meagre percentage of the Community budget which it represents. The policy-makers have responded to the universities' call - expressed with such eloquence and vigour at the 1985 Conference on Higher Education Cooperation organized at the instigation of the European Parliament - for a major EC initiative in this field. It is now up to the universities themselves to take up the challenge which ERASMUS presents.

The ERASMUS Programme at a glance

Action 1: European University Network

- Grants to higher education institutions to facilitate the planning, development, operation, maintenance, monitoring and evaluation of inter-university programmes for the exchange of students and teaching staff. Each institution participating in a joint programme may receive a grant of up to ECU 25,000 per programme per academic year. It is envisaged that the average grant per institution will be in the order of ECU 10,000 per programme per year.
- Grants to help cover the travel and subsistence expenses of staff members carrying out teaching assignments in another Member State. The grants will vary according to the duration of the period to be spent abroad and the travel costs involved. For example, a teaching assignment lasting 3 months will carry an average grant of around ECU 3500. In addition, the home institution of staff members going abroad on ERASMUS teaching assignments may receive financial support to facilitate the temporary replacement of the staff members concerned. The average grant awarded for this purpose will be ECU 2500 per month for each staff member to be replaced.
- Grants of up to ECU 1500 to facilitate visits to other Member States by members of the teaching and administrative staff of higher education institutions with a view to establishing contacts for future cooperative programmes and/or for the purpose of acquainting themselves more thoroughly with aspects of the higher education system in the countries visited.

Action 2: Student Grants

- ERASMUS will provide grants of up to ECU 5000 per year (average 2000) to help cover the 'mobility costs' (travel, language preparation, cost-of-living differential, etc.) of students spending a fully recognized period of study (normally between 3 and 12 months) in another Community country. First priority will go to

students participating in programmes funded under the European University Network.

- During their period of study in another Member State of the Community, students receiving an ERASMUS grant will continue to be able to utilize any home country grant or loan from government or government-funded sources for the purpose of study in their own country.
- ERASMUS grantees will not pay any tuition fees at their host university. However, any fees normally payable to their home university may continue to be levied during their ERASMUS-supported study period abroad.

Action 3: Academic Recognition

- Establishment of a pilot scheme for the academic recognition of degrees and course units, known as the European Community Course Credit Transfer System (ECTS). The system will be worked out in collaboration with a limited number of higher education institutions selected for participation on the basis of voluntary expressions of interest, each institution receiving grants of some ECU 20,000 per annum.
- Consolidation of the EC Network of National Academic Recognition Information Centres (NARIC), with each national centre concerned receiving Community support of around ECU 20,000 per year.

- Grants of up to ECU 20,000 per year for the development of common curricula between higher education institutions in different Member States.

Action 4: Additional Measures

- Grants of up to ECU 20,000 to facilitate the organization of 'Intensive Teaching Programmes' of short duration involving students from several Member States.
- Grants to university associations and consortia operating on a European basis, notably with a view to making innovations in particular areas more widely known throughout the Community.
- Support to enable top-level experts to give a series of lectures in other Member States.
- Publications and other information measures designed to raise awareness of opportunities for study and teaching in other Community countries and to disseminate information on innovative models for inter-university cooperation.
- Prizes for students and higher education staff members who make particularly outstanding contributions to furthering inter-university cooperation in the Community.

Denmark launches Major New Plans to promote Study Abroad

The central thrust of a current attempt by Denmark to intensify the international emphasis of its higher education system is a scheme involving a government grants award to universities. The money is for their students to take courses abroad and for development of the infrastructure, including language tuition facilities, necessary to increase foreign study opportunities. Announced at the end of 1986, the scheme has a 10-million Danish crown (ECU 1.2 million) budget for the current year, for which all higher education institutions under the further and higher education department of the Education Ministry are eligible, but with funding dependent on the award of credit and priority for substantial periods spent abroad. Although there are no restrictions in principle on subject area or the country to be visited, students will normally have completed several years' study towards their first degree.

The grants package is to be awarded in three instalments. The initial 3 million crown instalment has already been allocated to individual universities entirely responsible for its distribution as direct student support. A second instalment also earmarked exclusively for students is to be awarded on the basis of their own personal and well-justified motivation for benefiting from such support. For example, the International Office of the University of Copenhagen has processed well over 200 initial second instalment applications from individual students, which it has subsequently submitted, on their behalf, to the Ministry of Education, in support of a global lump-sum award to the University. A similar procedure is likely to be used for third-instalment grants which, however, are primarily

intended to cover infrastructure-related expenditure by universities in establishing study abroad programmes with foreign universities and providing for language tuition.

Another recent move with firm international study implications has been the setting up of a new Academy for Research run from Århus. An administrative body, the Academy will channel financial support to research and advanced undergraduate students, which is not restricted to use at Danish institutions alone. It will also distribute funds for inviting foreign academics to visit Denmark on teaching and research assignments. Additionally possible, according to reliable sources, is a forthcoming government announcement that Danish students will in future be able to use their regular grant support for the purpose of study abroad, at least within the European Community.

Overall, the freshly heightened Danish interest in enhancing the international dimension of higher education is reflected in the creation of a Ministry of Education working group to examine further proposals in this area, and we look forward to reporting on any new developments here in the future. The recent initiatives also augur well for European cooperation in higher education when Denmark takes over Presidency of the EC in the second half of this year.

EC Project seeks Data for Improved Foreign Languages and Cultural Awareness

Better all-round communication through greater linguistic ability and sensitivity on the part of students to the often subtly important nuances of foreign cultures - these are the ultimate goals of a European Commission project launched at the beginning of the year, with special concern for student participants in the ERASMUS Programme and the COMETT scheme. Experience from the Joint Study Programmes has shown that overcoming the problem of linguistic competence and socio-cultural awareness may often be central to the success of these European co-operative ventures.

The immediate need is for reliable information to evaluate the real level of foreign language competence of students involved in an exchange programme or work placement abroad, and relevant data is now invited from organisations and individuals well placed to supply it. To help obtain such data, an "evaluation scheme" questionnaire has been prepared, a copy of which will be sent on

request to those interested. The questionnaire covers the important headings of the principal language and socio-cultural problems of students, their resultant needs (with due regard to country and subject area), the main language training institutions liable to respond to student, university and business requirements, and possible measures for improving students' linguistic skills and cultural awareness. Space is also provided for information relating to worthwhile language-training experiments suitable for implementation in other fields of study or EC countries, and the language requirements of universities and firms receiving foreign students.

Due for completion in October, the project is working to a tight short-term schedule, so potential contributors are asked to submit data before the end of June 1987. Further information on the project may be obtained from Dr. Gisela Baumgratz-Gangl, CIRAC, 9 rue de Téhéran, 75008 Paris, France (tel: (33 1) 43 59 46 50).

First Graduates in European Engineering Double Award

For three students from the Federal Republic of Germany recently awarded a British Bachelor of Science (B.Sc.) honours degree together with a similar German engineering diploma, being "sent to Coventry" will no doubt retain far more pleasant associations than those of the identical old English expression meaning that one is deliberately ignored by others. The students were among the first simultaneously to receive both the B.Sc. in mechanical engineering awarded by the Department of Combined Engineering at Coventry (Lanchester) Polytechnic, where they studied for one year, and the *Diplomingenieur* (Dipl. Ing.) awarded by the Faculty of Mechanical Engineering at the Fachhochschule Osnabrück. The twin qualification is the normal successful conclusion to the course in combined engineering studies resulting from a joint programme which, for the Osnabrück students, represents an extraordinarily efficient way of getting a double qualification in an integrated foreign study course over seven terms.

However, the double award is already more than a one-way affair, for a British student at the Coventry polytechnic also became a recipient following a two-semester year spent in Osnabrück. Neither is co-operation between the two institutions limited to mechanical engineering alone, with a similar course in "European Electrical Engineering" expected to turn out its first double diploma graduates soon. Present student participants in these engineering courses include four from Coventry now spending a year at the Fachhochschule, five of whose students in mechanical engineering are currently at the British polytechnic. Total enrolment in the Osnabrück mechanical engineering joint course currently stands at 32, while some ten Osnabrück students are expected to enrol in "European Electrical Engineering" this summer.

Both institutions have European partners in other Joint Study Programmes. In the case of Osnabrück, these are primarily in business studies, a field in which Coventry too has a partner as well as further links in engineering.



Marc Capron, the first British student to be awarded the Coventry/Osnabrück double qualification in mechanical engineering, receiving his German diploma (the Dipl. Ing.) from the Pro-Rector of the Osnabrück Fachhochschule, Professor Söte, during the presentation ceremony held at Coventry (Lanchester) Polytechnic at the end of November last year.

Study Visit Grant boosts Student Homes Policy

Resourceful use was made last year of a European Community Short Study Visit grant to further plans for provision of student lodgings at a higher education institution in the Republic of Ireland. Thanks to her grant, **Margaret Rowe**, Accommodation Officer at the Dublin National Institute for Higher Education (NIHE) was able to visit universities in England, Scotland, the Federal Republic of Germany and the Netherlands to see how they had tackled student residential needs similar to those currently confronting the Irish institution where Miss Rowe is now seeking to develop an appropriate student housing policy. What she herself claimed to be a "highly successful" mission was also an original demonstration of how the Community grants for higher education staff visits can be turned to good account by administrative personnel as well as by teachers and researchers - the most numerous applicants to date.

At present, NIHE has no on-campus student accommodation, so Miss Rowe's visit was essentially a fact-finding trip to explore the considerations involved in effectively providing such facilities. These include the advantages and disadvantages of different types of accommodation, like halls of residence or blocks of flats, how systems are run to meet costs while keeping prices within the range students can afford, and the grants from which students might benefit. Of equal interest are how overseas students are housed, and the extent of liaison between personnel in the accommodation service with staff in other services like health and counselling.

The institutions visited by Margaret Rowe were the University of Technology, Loughborough, and the Universities of Sheffield and Edinburgh (all in the U.K.), the University of Trier (Federal Republic of Germany), and both the University of Amsterdam and the Free University of Amsterdam. The choice was based on different criteria. Loughborough was chosen because it is a campus university with a student population equivalent in size to that proposed for NIHE once its campus is complete. The other universities were selected initially on the basis of personal contacts already developed through conferences, help from colleagues or exchange agreements. From a student exchange with the University of Trier, for example, it was learnt informally that the University was both relatively new and also similar in size to the proposed size at NIHE.

At most of the universities she went to, Margaret Rowe stayed in residential accommodation where she was able to observe services and facilities at first-hand. Not surprisingly, she witnessed considerable variations in both the pattern of provision and the way it was administered. University-run halls of residence in the U.K. and halls run by an independent body, the Studentenwerk, in the Federal Republic of Germany contrasted with the Dutch system of university-linked but government-controlled housing associations which, like all Dutch housing associations, have to accommodate some tenants other than students. Above all, the visits facilitated the gathering of comprehensive information on a wide range of highly specific considerations. Among them were provision of accommodation for married students, 'mass' catering as opposed to self-catering, recreation facilities (games rooms, discos, etc.), rent levels and frequency of payment, the possibility of keeping down student rents by charging for use of accommodation for conferences during vacations, student grants as opposed to loans or indirect

Oyez ! Oyez !

SEFI Annual Conference 1987

At least 200 participants are expected to attend the fifteenth Annual Conference of the European Society for Engineering Education (SEFI) to be held at the Helsinki University of Technology (at nearby Espoo) from June 29th to July 2nd 1987. The theme of the Conference, "Interdisciplinarity in Engineering Education", is unquestionably of growing relevance to both the industrial and academic communities in which constant fresh breakthroughs in high tech point to continual increased overlapping of engineering disciplines formerly viewed in relative isolation. The Conference is thus aiming to bring together many international experts from universities and industry to examine these issues in relation to both initial and advanced engineering training and to the field of continuing education.

With this as a basis, the above theme will be divided into three sub-themes focusing, first, on a consideration as to why an interdisciplinary approach is desirable, including the significance of its added-value; secondly, an examination of how such an approach might best be implemented; and, finally, consideration of how approaches should vary depending on whether interdisciplinarity is to involve a single university or several, interaction between universities and industry, or cooperation with different professions.

Following an initiative at the 1986 Edinburgh Conference, regarding women's role in engineering education, a further special session will examine the theme "People in Interdisciplinarity: men and women". The Conference programme will also include a series of company visits aimed at taking participants out of the lecture hall into a more workaday environment to discuss the importance of an interdisciplinary approach to the work of industrial engineers.

SEFI has eight different working groups covering specific fields of engineering education including a working group on international exchanges. All Conference participants are invited to attend the group associated with the field in which they are most interested. Further information on the 1987 Conference is available from Mr. Antti Peltomäki, Conference Administrator, Helsinki University of Technology, Otakaari 1, 02150 Espoo, Finland. (Tel: 358-0-465-704).

subsidies, special facilities for the handicapped and wardens' supervisory duties.

Despite the multitude of different arrangements, Miss Rowe felt able to conclude that "from all institutions visited ... the advantages of having residential accommodation far outweigh the disadvantages". She said that "the trip provided a network for meeting counterparts in their working environments, and for forming working relationships which could not otherwise be fostered".

"Even though we are only at the development stage" she said, "the visits were not entirely one-sided experiences, as people were very eager to hear of our system regarding accommodation ... and here I found the exchange of ideas very valuable. All institutions visited ... expressed interest in our development and are willing to discuss with me methods of financing such buildings when the time comes".

Social Studies Success at Dortmund and Leeds

With its frequently discernible political implications and highly charged personal issues, social studies can often be a sensitive subject, so a joint venture into the field by the Fachhochschule Dortmund (Federal Republic of Germany) and Leeds Polytechnic (U.K.) which has never looked back since its first grant from the European Commission in 1980 has a right to be proud of its progress. At the outset based mainly on staff cooperation in the production of course materials, the Leeds/Dortmund initiative has now been built with the help of further Community support into a flourishing two-way exchange programme including a long student work placement, and plans for credited course units for study abroad and extension of the link to France.

The programme has reached its present level through a gradual process in which the first substantial achievement was the production in 1982 of an impressive 165-page workbook entitled *Ethnic Minority Groups* with staff contributions from both Dortmund and Leeds, two cities where immigration and the situation of foreign workers have been major issues prompting similar concerns. The book was later followed by further jointly-produced teaching material in both English and German and, not surprisingly, British students training as social workers in Leeds found the German experience of immigration and foreign workers a useful comparative window on their work.

Aside from its directly productive use in lectures, discussions and seminars, the joint course material also helped spark the student enthusiasm which encouraged the next stage of the programme, a pilot student exchange scheme involving four Dortmund students who spent two terms at Leeds as part of their social work course, while a Polytechnic languages student went to the Fachhochschule. Similar student exchanges have continued steadily ever since, with a series of planning visits, exchange study visits and the work placement the latest developments in the current academic year.

In October 1986, a party of lecturers from Dortmund spent a week working closely with staff at the Department of Social Studies at Leeds Polytechnic which, this year, has provided the scheme with additional financial support of its own. This was followed, in January 1987, by a planning visit to Dortmund by three Polytechnic staff members and a student who paved the way for two major study/teaching visits in March (when the Leeds party visited Dortmund) and April (when Fachhochschule teachers and students went to Leeds). The common programme drawn up includes discussions and seminars on the education and social welfare systems of the partner countries involving representatives of both State and voluntary social services agencies, and visits to welfare organisations.

As to the work placement, there are plans for Pavel Theiner, a first-year student on the Leeds two-year qualifying social work course, to do the placement in Dortmund supervised by the head of the city's municipal office for youth and leisure-time activity (Jugendamt/Jugendpflege Freizeitzentrum). However, his placement contact and tutoring/teaching arrangements will be the responsibility - delegated by Leeds - of the Fachhochschule Department of Social Work. Pavel speaks fluent German, a key bonus in arranging this sensitive clinical

trainee placement involving close contact with people who are usually under stress. The placement also owes much to cooperation from other quarters including the Council for the Education and Training of Social Workers and its adviser on overseas validation.

Credited course units for the study periods abroad are an immediate next item on the Leeds/Dortmund agenda. The plan is to tackle their development and implementation within the present course structure to suit both second year Dortmund social work student groups attending courses and doing practical placements in Leeds in 1987/88 (Autumn and Spring terms), and first-year U.K. social work students similarly committed in Dortmund during the same year. It is intended that any language problems for the Leeds students here should be lessened with provision by the Polytechnic of intensive preparatory classes in German which will be equally useful for other 'non-language' students, like those studying mathematics who are also involved in a Dortmund work placement supervised by the Fachhochschule. Leeds students are to undergo further preparation with information sessions and a dossier on Dortmund compiled by Polytechnic staff containing practical information to be regularly updated and expanded.

The overall success of the scheme has bolstered plans to include a third institution from France and the search for an appropriate partner is already under way.



A discussion during the recent staff visit by lecturers from the School of Social Work and Social Pedagogy at the Fachhochschule Dortmund to Leeds Polytechnic. Seated (left to right) are Hans Fleuren, Gerhard Naegler and Peter Surkemper (all from Dortmund) with project leader Richard Colman (Leeds). Standing (left to right) are Sheila Saunders, John Collings, David Keighley, Judith Fido and Ken Mobbs, also from Leeds.

For the foregoing account of the Leeds/Dortmund programme, the Office for Cooperation in Education is grateful to Leeds Polytechnic EEC Liaison Officer, **Cynthia J. Morris**, from whom further information on the programme is available at the following address: Caedmon Hall, Beckett Park, Leeds LS6 3QS (tel: 0532 759061, ext. 231).

Spain in strong early Contribution to Joint Business Studies

In *Delta* (1/87), we reported that the field of study where the input of Spain to higher education cooperation has been most felt since the country joined the European Community on January 1st 1986 is business and management studies. The trend is hardly surprising given the enormous fresh potential for revitalized economic development in membership of the Common Market, as well as the more general growing concern of students throughout Europe that their qualifications should prove attractive on the labour market. At the same time, Spanish initiatives here are likely to be highly profitable to the other Member States in boosting trade not only with Spain itself but the extensive Latin American markets too.

One of the most conspicuous illustrations of the Spanish interest in joint business studies has been its recent active participation in plans for a new European School for Management. The plans made a crucial breakthrough on November 3rd 1986 when four higher education institutions - in Spain, France, the Federal Republic of Germany and the U.K. respectively - reached a formal agreement in Brussels to set up a collaborative study programme in international management. Due to begin its courses in Madrid, Bordeaux, Münster and Kingston-upon-Hull in October 1987, the School network will enable an annual 120 students - 30 from each country - to begin a four-year eight-semester European Course in Business Management at their home institution and a partner institution of their choice. Following successful completion of the course, students will obtain a diploma in business management recognized in both countries and will thus be normally well equipped to embark on international careers in areas like law, management, finance and foreign trade.

The Spanish institution in the School is the Madrid Central Europeo de Gestion de Empresas, and its partners are the Bordeaux Ecole Multinationale des Affaires, the Humberside College of Higher Education in Hull and the Fachhochschule Münster. It was in 1981 that the latter two institutions set up a Joint Study Programme in business administration following earlier attempts to establish a European Management Programme. At the same time, the Chambers of Commerce in Madrid and Bordeaux responsible for founding the Spanish and French schools were developing like-minded ambitions and, not surprisingly, these initiatives rapidly culminated in the decision to collaborate now to take effect.

In Spain, as in the other three countries, the decision has been prompted largely by recognition that, in seeking new markets, firms invariably lack managers suitably skilled in languages or in grasping the subtleties of communication with foreign opposite numbers in a business environment. A central concern of the School network will be to remedy this by combining courses in all-important management techniques with appropriate linguistic training and initiation into the many cultural considerations relevant to effective international exchange in the commercial world. While individual students will receive training in a single foreign country, each institution will, in the second year, be hosting students from all of its other three partner nations in the scheme.

In principle open to bilingual students with the normal national qualifications for entry to higher education, the School will offer rigorously coordinated courses in no less than nine areas already agreed by professors from each institution, namely company business economics and general policy, European political economics, law, organisation and informatics (computer science), quantitative methods and operational research, finance, marketing, social and communication sciences and languages. Following the first year at the home institution, students are to alternate between it and their chosen partner institution during the remaining six semesters which will include two six-month work placements, one in each of the two countries. Thus a Spanish student beginning the course in (say) marketing at the Madrid School should be able to continue it logically at the partner institution but with different teachers and training methods in an unfamiliar cultural setting, and then return home to complete studies in Madrid.

Of the participating institutions, the Madrid School itself, though set up by the Chambers of Commerce and Industry there, is run also in collaboration with the capital's five universities, while the School in Bordeaux is on the city's university campus which groups three universities and a total student population of 45,000. The Humberside College and Fachhochschule Münster have three and ten faculties respectively (including those in business administration actively involved in the scheme) with corresponding enrolments of 7000 and 10,000.

Although one of the most recently-formed Spanish links in joint business studies, the European School for Management is by no means the only such partnership. Equally noteworthy is the promising integration of the Madrid Instituto Catolico de Alta Direccion de Empresas (ICADE) into the flourishing long-standing co-operation

Oyez ! Oyez !

Jean Monnet Fellowships

The European University Institute in Florence is offering a certain number of so-called Jean Monnet Fellowships which are post-doctoral grants to students wishing to carry out research on themes of European interest. Awarded directly by the Institute independently of national authorities, the 12-month Fellowships are open to all those who, irrespective of nationality, hold a university doctorate or similar qualifications, or have obtained comparable research experience elsewhere. Applications for the next round of awards should be submitted by November 30th 1987.

Officially opened in 1976, the Institute was founded by the Member States of the European Community for the purpose of postgraduate teaching and research in history, economics, law, and political and social sciences. Each year it invites applications from Member State nationals with a good first degree and foreign language ability who wish to embark on a study and research programme in line with research projects undertaken at the Institute. Applications must normally be submitted by the end of January for the following academic year starting on September 1st. Further information is available from the European University Institute, Badia Fiesolana, via dei Roccettini 5, I-50016 San Domenico di Fiesole, Italy (tel: 055 477931).

between the Middlesex Polytechnic, the CESEM Reims and the Fachhochschule Reutlingen, which itself needs no introduction to those who have been following Joint Study Programme developments from the start. In its first year in the partnership, ICADE had received no less than 400 applications for a total 30 places each carrying a 279,000 peseta enrolment fee for which, however, students can seek scholarship or similar State support.

Yet another encouraging venture has been a newly-launched programme between the Universidad de Alcalá de Henares and the Hochschule Bremen (Federal Repub-

lic of Germany) based on an inter-institutional agreement for study, at the partner institution, of those credits which may be recognized in the course of assessment for the award of the home degree (which will formally acknowledge the stay abroad). A completely integrated double qualification course (with a final joint diploma) integrating business and language elements is planned for a later stage.

(Sources: *Universidad empresa* 52, October-December 1986, and *El País*, February 24th, 1987).

New Developments in Higher Education in the EC Member States

Most of the information serving as the basis for this feature was collected by EURYDICE, the education information network of the European Community. The selection of the information for inclusion was made by **Fritz Dalichow** (Office for Co-operation in Education).

INTRODUCTION

Higher education is facing growing problems in the European Community. In many Member States, it is increasingly difficult to gain access to higher education institutions, and study conditions are deteriorating. Many States stake less in higher education than in the past, severely cutting its budgetary allocation. Administrative restrictions like the introduction of *numerus clausus* regulations and higher study fees are widespread, and the rising numbers of students in the Community often find it hard to make financial ends meet. Meanwhile, dead-end jobs, or even unemployment, are increasingly the plight of many who have successfully completed their studies.

The somewhat negative tone of this feature may help to highlight aspects of conditions in the higher education sector which, while of possibly minor significance when viewed in isolation, may have a mutually aggravating adverse effect leading on occasions to major student discontent as recently witnessed in France and Spain.

Belgium

Limited job openings affect subject choice

It is becoming increasingly difficult to find a job with a university diploma. Awareness that they will have to face harsh labour market realities plays a crucial part in determining the choice by students of their field of study, with economics one of the most highly favoured. Less boys but more girls are currently starting university education where courses in pharmaceutical studies are the most popular preference and those in civil engineering the least. At the Flemish-speaking universities, female students now account for nearly half (47%) of the first-year student population.

According to this year's annual report of the Vlaamse Interuniversitaire Raad (VLIR), at Flemish universities the number of first-year students has dropped by 5% in the last three years (due to the demographic trend), yet the student total has increased slightly. This is explained by the fact that in the last three years there has been an

increase of 5.5% in the number of students starting post-graduate studies.

(Source: *De Standaard*, October 29th and October 30th, 1986).

Denmark

Scepticism greets Government proposals for shorter courses

The duration of higher education studies in Denmark is among the longest in the European Community, a situation that the Danish Government wants to change radically. First initiated many years ago, discussion on this topic has been renewed yet again giving rise to controversy between the Government, on the one hand, and students, universities and employers, on the other.

In Denmark, university studies lasting eight years or more are not uncommon, one reason for this being that many students have to work in order to pay for their studies. The Government wants to cut the length of courses, while introducing a first university examination comparable to the three- or four-year British Bachelor's degree and awarding more student scholarships, mainly towards the end of studies. If one advantage of this operation is that many more students could benefit from Danish higher education, the Government proposals have nonetheless been hailed with scepticism by students, universities and employers alike.

(Source: miscellaneous Danish sources)

France

Persistently low university budgets

Following the country's most violent student demonstrations since 1968 which reached their peak in December 1986 when they culminated in a ministerial reshuffle, *Le Monde* published in January 1987 a critical article on the unchanged general situation of "under-development in French universities", stressing that little had altered to make a fresh student "explosion" less likely.

Over the last 20 years in which the university budget has doubled, the student population has tripled. Whereas the U.K. spent the equivalent of some \$11,600 per student

Oyez ! Oyez !

Twelfth ATEE Annual Conference

The Freie Universität Berlin is to host the 1987 Annual Conference of the Association for Teacher Education in Europe (ATEE) on September 7-11, and because of tourist pressure on a city celebrating its 750th anniversary, participants are being urged to reserve their hotel accommodation as soon as possible. Association members, academics and practitioners in the field of teacher education are all invited to attend the Conference which is to be held under the auspices of the President of the Westdeutsche Rektorenkonferenz, Prof. Dr. Th. Berchem.

Expected to attract some 300 participants from over 20 countries, the Conference is to address the theme of "Teacher Education and Training in Europe: present challenges and future strategies" in the hope of highlighting and encouraging acceptance of such challenges in the years ahead, while drawing the attention of politicians and academics to teacher education and starting the search for solutions to conspicuous current problems in this field. As ATEE emphasizes, the Conference will hopefully provide a vehicle for stimulating new approaches to these problems themselves associated with a wide range of issues including appropriate use of new information technologies in teaching, education in a multicultural society, discipline-oriented as opposed to practical studies in initial training, the implementation of (school) educational innovations, the training of teacher trainers, and the training of school management staff.

The work of the Conference will be divided into plenary lectures, conference working groups, ATEE working groups and a so-called "free market" at which additional research results and information will be presented and exchanged. Further details about the meeting are available from 12. ATEE-Conference, Geschäftsstelle, Freie Universität Berlin, Habelschwerdter Allee 45, D-1000 Berlin 33 (Tel: 0 30/8 38 57 00).

in 1982 and the USA \$5900, the corresponding figure for France was only \$2600, with an overall deterioration in the country's universities arguably a result. According to *Le Monde*, France will have to double its higher education budget (at present 21,700 million francs) up to the year 2000 if it is to "catch up with the average of the developed countries".

(Source: *Le Monde*, January 8th, 1987).

Federal Republic of Germany

Fewer posts for qualified professors

Since the mid-1970s, some 1000 young researchers a year have completed their *Habilitation* as a prerequisite for a university professorship, but for the thousand *Habilitierte* in the 1986 cohort only 300 vacant professorial posts were on offer. Thus from an approximate 4000 'qualified' competitors (1000 in 1986 and a further 3000 from preceding years), less than one in 13 in 1986 actually obtained such a post.

A feature of higher education in Austria and Switzerland also, the *Habilitation* is the highest university examination for gifted holders of a doctorate. It consists of a difficult thesis (the *Habilitationsschrift*) defended before faculty adjudicators, and then a public lecture and, since its preparation can take 5 to 10 years following the doctorate, the average age of a newly-qualified *Habilitierter* is 38.

(Source: *Deutsche Universitätszeitung*, 4/87).

Greece

New student enrolment quotas undecided

The meeting of the Council for Higher Education (SAP) on January 26th and 27th 1987 reached no agreement on the number of entrants to higher education in the 1987-88 academic year. In the light of Government cuts in the higher education budget, university rectors had proposed an average 24% decrease in places available, while the Minister of Education proposed maintaining the number of places at their present level.

(Source: *Kathimerini*, January 27th and 28th, 1987).

Ireland

Student financial hardship

At a recent press conference organised by the Union of Students in Ireland, it was announced that the value of student grants had dropped so much in recent years that most students were now living on an income lower than that received by social welfare recipients. The Deputy President of the Union, Mr. Sean O Hargain, said that many students now lived in "real poverty", and often ended up taking large bank loans to pay their way through college. He claimed that about 50 students dropped out of Trinity College every year for purely financial reasons.

On the same day when launching the annual report of the Higher Education Authority (HEA) for 1984/85, HEA Chairman, Mr. Liam O Laidhin, expressed fears that high fees would affect equality of access to and demand for higher education. He said that the continuing rise in student fees was of grave concern to the Authority, and that they were increasing above the level of inflation despite Government promises to the contrary. Most university fees in the Republic of Ireland are indeed reported to be over the IR£1000 a year mark and the outgoing Government announced another 6% rise for Autumn 1987.

(Sources: *The Irish Times*, September 9th, 1986, and *The Times Higher Education Supplement*, February 13th, 1987).

Italy

Tightened access to medical studies

From September 1987, applicants for medical studies at Italian universities will have to take an entrance examination, according to the terms of a presidential decree on university reform of February 28th 1986. Besides having a good pass in the final secondary school diploma, the *maturità*, which will account for about a third of the total possible marks, candidates will have to reply to 70 'multiple choice' questions based on the secondary school curriculum in chemistry, physics, biology and mathematics. This *numerus clausus* provision is aimed at limiting the number of doctors currently turned out by Italian universities which are already training over 145,000 medical students, or the equivalent of one doctor for every 285 inhabitants !

(Source: presidential decree concerning university reform, of February 28th, 1986).

Luxembourg

Institutional space at a premium

With the constant rise in student numbers, space for normal study activity at the Luxembourg Centre Universitaire is reportedly in short supply. The Centre offers first-year courses in several areas to students who then usually continue their studies abroad, but in its Department of Law and Economics alone, some 150 students are, in the 1986/87 academic year, working in faculties originally planned for only 60. Luxembourg Minister of Education and Youth, Mr. Boden, has pressed for the construction of a new wing for the Centre for which there are long-standing plans - so far subject, however, to constant delay.

(Source: *Le Républicain Lorrain*, October 17th, 1986).

The Netherlands

University budgetary cutback compensation

It was reported late last year that the Minister of Education and Sciences, Mr. Deetman, had announced that, on the whole, universities would not lose out in the wake of his recently proposed education cuts from which they had been largely spared. Although they were to be deprived of 140 million guilders over the following four years, a sum of 40 million guilders was to be returned in the form of a fund for renovations. The Minister also announced a planned 476-million guilder investment in computer science equipment for higher education.

(Source: *NRC Handelsblad*, November 14th, 1986).

Portugal

Plan to boost enrolments

Only about 10% of the 18-22 age-group in Portugal take higher education courses as opposed to 17% in Spain and upwards of 20% in several Community countries. According to a recent announcement by the Minister of Education, Professor João de Deus Pinheiro, 10,500 new places in higher education institutions will be created up to 1995 (4500 up to 1990 and then a further 6000 between 1990 and 1995). From the 10,500 total, 7500 new places are to be created in 'polytechnics' and 3000 in universities.

(Source: *O Jornal da Educação*, 9/1986).

Spain

Minister announces student financial gains

Following weeks of student unrest, an 18-item reform package was announced by the Minister of Education, Mr. J.M. Maravall on February 17th, 1987. While many of the measures proposed are directed at the improvement of school education, others of concern to higher education include the following: children from families with a yearly income less than 1,700,000 Pesetas (ECU 11,700) are to be exempted from university study fees; there will be no real-term increase in university tuition fees; the State budget for student grants is to be raised by 25% in 1987 and 40% in 1988, with the maximum annual grants total (now 267,000 Pesetas = ECU 1840) increased to 400,000 Pesetas (ECU 2760) next academic year; and the university entrance examination system is to be modified from 1988 onwards.

(Source: *EURYDICE communiqué*, February 20th, 1987).

United Kingdom

Local Authorities to lose Control of Polytechnics

According to a White Paper published in early April 1987, the British Government is to increase substantially its control over higher education by taking polytechnics and some colleges of higher education out of the hands of the local authorities, which have been responsible until now for funding and controlling these institutions. It is suggested that two new bodies with strong industrial representation should be set up to distribute Government funds, one for the universities and the other for the newly autonomous polytechnics and colleges. Members of both bodies would be appointed by the Government which would also lay down their working guidelines. The aim is thought to be to force universities, polytechnics and colleges to be less dependent on Government grants by means of a new 'contracts' system with a substantial industrial input. Another important item in the White Paper is a proposal for an expansion of universities and colleges, with 50,000 students by 1990 and more places for women and part-time and older students.

(Sources: *The Daily Telegraph*, April 2nd, 1987; *The Guardian*, April 2nd, 1987).

Open Universities Get Together

Cooperation in higher distance education is likely to break new ground with the setting up at the end of January this year of the European Association of Distance Teaching Universities. This new body intends to bring together consortia of independent institutions for higher distance education with their own students and legal graduation rights and university departments responsible for supplying or researching into distance teaching, as well as Europe's firmly established open universities.

Aside from promoting higher distance education in European countries generally, the Association is expected to organise common projects with industry and European authorities (including the European Community) in a number of fields, and particularly the development of novel methods and techniques for distance education (like new technologies and media), research, joint course development, and course and credit transfer. At the same time, the Association also hopes to further bilateral and multilateral contacts among the academic staff of its participating institutions.

So far the Association counts eleven due-paying members from the ten countries of Belgium, Denmark, the Federal Republic of Germany, the Republic of Ireland, Italy, the Netherlands, Norway, Portugal, Spain and the United Kingdom, with negotiations in hand for membership of institutions from France. The Association is governed by a Board composed of one senior representative from each participating institution or organisation and a five-member executive committee elected by the

Board. Further information on the Association is available from its Secretary-General, Dr. G.J. Leibbrandt, Open Universiteit, Postbus 2960, Valkenburgerweg 167, 6401 DL Heerlen, The Netherlands (Telephone: 045-762219).



Participants at the inauguration of the European Association of Distance Teaching Universities at Heerlen in The Netherlands, on January 23rd 1987. At the forefront of the group (fourth from right) are the President of the new Association, Dr.J.H. Horlock (also Vice-Chancellor of the U.K. Open University) and (second from right) Dr. G.J. Leibbrandt, President of the Dutch Open University, who is the Association's Secretary-General and Treasurer.

Training Teachers to beat Drug Abuse in Schools

Firm support for initial intensive and continued in-service training of schoolteachers in the problems of drug addiction emerged clearly at a recent German-Dutch university symposium in Oldenburg to examine ways schools can react to the growing dangers of addiction among the young and take preventive measures. The symposium was the result of a joint study programme involving the University of Oldenburg and the State University of Groningen in the planning and production together of curricular materials on drug prevention for use in such training. Attracting some 100 experts from the Federal Republic of Germany and the Netherlands on October 23-24 last year, the meeting was organized by the joint programme project on "Addiction, Dependence and School" (SAUS), and inspired by awareness of how schools today - in their vulnerable collective environment - still remain largely powerless to counter the ever-increasing threat to young people of drugs.

Against alarming statistical evidence from both the Federal Republic and the Netherlands, the Oldenburg symposium addressed three main themes, namely the causes of addiction, school and prevention, and training and continued in-service training of teachers in aspects of addiction prevention. All 15 presentations and discussions at the meeting were open to the public, including the centrally interesting panel discussion on "does the school make addicts?" in which the exchange of experiences between German and Dutch experts gained special

significance from the national particularities of the two countries in the preventive sector.

While symposium participants reached no definite conclusions as to whether schools might unwittingly further dependence, they reviewed factors commonly



Participants in the panel discussion on "Does the School make Addicts?" at the University of Oldenburg symposium on drug prevention in schools, in October 1986.

thought to be partly responsible like oversized impersonal institutions of 1000 pupils or more, over-demanding curricula and 'over-rational' teaching methods less sensitive to pupils' personal and emotional requirements. There was general agreement that, with schools poorly informed about the dangers of addiction let alone equipped to cope with the problem, corrective training and information servicing of teachers at all levels from primary school onwards was now an urgent priority.

The problem of drug control policies is one which is also of interest to a number of other institutions participating in joint study programmes. Thus Commission support was provided for a number of years to the universities in Rotterdam, Bremen, Edinburgh and Leuven for the development of integrated student projects in this field.

New Deputy Director at the Office for Cooperation

Mr. Edward Prosser, until recently Deputy Director of the Office for Cooperation in Education, has been appointed Director of the Technical Assistance Unit in the framework of the European Community's new COMETT programme for the promotion of cooperation between higher education and industry. Mr. Prosser had spent five years at the OCE and made an outstanding contribution to the development of the Community's higher education grant schemes during that period.

The new Deputy Director of the Office is **Dr. Guy Haug**, formerly Director of Development and International Relations at the Groupe Ecole Supérieure de Commerce in Reims where he was centrally involved in developing one of the most exciting Joint Study Programmes so far evolved - the CESEM, a scheme linking the Reims school with partner institutions in Germany, Spain and the United Kingdom and providing opportunities for students to obtain a double degree award from two countries. A full "Who's Who" on staff at the Office for Cooperation will appear in the next issue of this newsletter.

Student Appreciation of Year Abroad

A five-institution Joint Study Programme in chemistry involving universities in the U.K., the Federal Republic of Germany, Denmark, France and the Netherlands has adopted the acronym EUCHEM, and the Director of the Office for Cooperation in Education has received the following letter from a Danish student at the Århus Universitet who, in 1985-86, completed her second year of studies as part of the programme at the University of East Anglia (UEA) at Norwich, U.K.

Århus, October 30th 1986

Dear Mr. Smith,

Herewith I send you my report about my stay in England. I am very happy that I was able to participate in the exchange programme the UEA has with the University of Århus.

I finished my stay in England with a great sense of achievement - not just professionally, but also personally in that I am now more familiar with the English language and am able to communicate with other English-speaking people, both as a tourist and when discussing business matters.

Besides studying in England among British people, the fact that students from other universities in Europe participated in the exchange programme provided me with much insight into the differences between people from the various countries. Despite our different backgrounds, we found out that we have a great deal in common - whether as chemistry students or students in general.

I hope that this exchange programme will give other students a profitable year abroad and that the Office for Cooperation in Education will continue to support the exchange. I also hope that the teachers who made it possible continue to find their work worthwhile so that their enthusiasm for the programme can be sustained.

Yours sincerely,

Anne-Kirsten Mose

The three other institutions involved in the exchange are the University of Poitiers, the Rijksuniversiteit Leiden and the Technische Hochschule Darmstadt. The programme received its first EC grant in 1981-82, and has been awarded another for the current 1986-87 academic year during which a total 16 students are reportedly taking part.

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