

# The joint study programme newsletter of the Commission



# Waiting for Erasmus

## - a drama in five acts

The passage of the European Community's new Action Scheme for the Mobility of University Students, ERASMUS, past the rocks and rapids of the decision-making processes in Brussels, begins to read like a case-history in the construction of Europe - or a drama in the classical five acts.

The story so far:

### Act I (Stimulus for action)

The Heads of State and Government meeting within the European Council in Milan in 1985 call for the development of a "People's Europe", including measures to boost the present inadequate level of student mobility between Community countries;

### Act II (Development of the plot)

The Commission tables its proposals for the ERASMUS Programme, designed to meet this policy goal (January 1986); the Education Ministers of the 12 approve the objectives and general design of the programme and mandate the EC's Education Committee to carry out its fine tuning (June 1986). The European Parliament and the Economic and Social Committee give the proposals wholehearted backing;

### Act III (The first climax)

Heads of State reiterate the importance which they attach to ERASMUS and call upon Education Ministers to reach swift agreement on its implementation (June 1986); the Education committee reaches unanimous agreement on almost all aspects of the contents of the programme and identifies certain policy issues for resolution by the Council of Education Ministers (early November 1986); the Finance Ministers of the 12 decide by majority vote on 26 November to adopt the Commission's full budget proposal (25 Million ECU) for ERASMUS in 1987.

At this point, the stage was set for the Council of Education Ministers, which met on 28 November to take - as was widely expected - a final decision on the programme - a fitting end to a year in which the universities of Europe had been celebrating the 450th. anniversary of the humanist who had given the programme its name. But, as so often happens when expectations are at their peak, events then took an unexpected turn:

### Act IV (The action is delayed)

Education Ministers fail to reach agreement, and the Commission formally withdraws the ERASMUS proposals altogether !

The irony of the situation is apparent. The Heads of State had pressed for the programme. The Education Committee had agreed its contents. The Finance Ministers had voted its budget. But the final seal of approval was not forthcoming... Why this remarkable occurrence ?

Despite the majority vote by Finance Ministers in favour of the full ERASMUS budget for '87, observers see the main problem as being once again one of money. At the meeting of the Council of Education Ministers on 28 November, seven of the twelve Member States were in favour of the Commission's full budget proposal of 175 million ECU for the three-year first phase of the programme. Two further countries expressed a preference for a 100 million package. But France, Germany and the United Kingdom felt unable to go along with anything remotely approaching this figure.

Closely linked to the budget question is that of the Student Mobility Grants element in the ERASMUS programme. According to the Commission's proposals, this accounts for around 60% of the total expenditure envisaged, and is regarded as being at the heart of the programme. Without substantial direct support for students in the form of scholarships which will cover the extra 'mobility costs' involved in studying abroad, the Commission - backed by substantial evidence from the existing Joint Study Programmes and from in-depth research on this question - feels that the ERASMUS programme would fail to meet its primary objectives. As Commissioner Marin put it, ERASMUS without student scholarships would be like serving up cookery books to the hungry instead of a real meal. Rather than risking having to accept a Council decision on ERASMUS with a totally inadequate budget, he therefore preferred to withdraw the proposals altogether.

### Act V (The denouement)

Where do we go from here ? In fact, Act V of the drama is already well under way. At the summit meeting in London to mark the end of the British presidency, the Heads of State and Government once more repeated how vital ERASMUS was for the fulfilment of the "People's Europe" concept. At their request, the Foreign Ministers discussed the matter further on 15/16 December and decided to put ERASMUS back on the agenda for urgent Council consideration. Furthermore, the Commission - on the insistence of the Heads of State - has formally reintroduced the original proposal for the programme.

At the time of writing, it therefore seems certain that there will be a specially convened meeting of Education Ministers very early in the New Year to see the programme over the final hurdle. A happy ending to the drama is therefore hopefully in sight at last.

Given the enormous echo which the ERASMUS proposals have had, any other outcome appears quite unthinkable. Rarely can a European Programme have so captured the imagination of the university world as this one, and the disappointment at the negative outcome of the Education Council on 28 November was predicably acute. Only the day before, the rectors, principals and other representatives of forty of Europe's most prestigious universities had gathered at the Katholieke Universiteit in Leuven to discuss their strategy for the implementation of the programme. Their forcefully worded resolution in favour of ERASMUS, passed unanimously at the outcome of their discussions, reinforces those already adopted by the Liaison Committee of Rectors Conferences of the Community countries and the Standing Conference of European University Rectors (CRE). The rectors concluded: "the rectors, presidents and other top representatives of leading universities from the Member States of the European Community regard ERASMUS as providing the means for a vital breakthrough in achieving an appropriate level of student Heads of State and Government. For their part, the universities are ready to respond to the challenge of implementing the programme."

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# ***EC Higher Education Grants 1986/7: increased numbers, stiffer competition, higher quality***

1986/87 has proved to be yet another record year for applications for financial support from the European Community in its Higher Education Grants Scheme: 1850 applications were received - almost twice as many as in the previous year. Spanish and Portuguese institutions (as described in a separate article in this issue) have made an encouraging début.

## ***Preparatory Visits***

1986 was the fourth year in which this part of the Joint Study Programme Scheme has operated, enabling teachers in all higher education disciplines to travel to potential partner institutions in order to establish the necessary contacts for the preparation of a Joint Study Programme. 193 projects were accepted for the academic year 1986/7 - 30 % more than last year - but this in turn meant that competition was much stiffer: some 769 applications were received, compared with only 372 last year.

## ***Joint Study Programmes***

Figures were also up for the Joint Study Programmes themselves: 475 applications for support were received (a third more than last year), and 270 projects (of which 90 are completely new programmes) were awarded grants (1985: 225). This brings the total number of projects supported by the Commission since the inception of the programme in 1976, to 584.

This year there was a marked increase in the number of programmes planning to give students the opportunity to spend at least a term abroad, and the selection committee has again been keen to give priority to programmes in which students receive full academic credit for the studies which they carry out in another Member State.

The following statistics may be of interest to those readers who wish to know the distribution of programmes receiving support, according to their subject area and the Member States in which participating institutions are located:

## ***Subject Area Distribution of all Joint Study Programmes Supported, 1976/7-1986/7***

Political & Social Sciences, Economics, History	17%
Engineering, Technology, Computer Sciences	14.8%
Languages, Literature, Linguistics	11%
Business Studies	10.8%
Architecture, Urban Studies	8.3%
Natural Sciences, Mathematics	8.1%
Teacher Education	6.5%
Law	6.1%
Medicine, Dentistry, Psychology	5.3%
Geography, Regional Studies	4%
Fine Arts, Design	3.7%
Agriculture	1.2%
Others	3.2%

## ***Country Participation (Joint Study Programmes supported in 1986/7)***

Belgium	41
Federal Republic of Germany	121
Denmark	16
Spain	24
France	150
Greece	20
Italy	49
Ireland	29
Luxembourg	2
Netherlands	51
Portugal	6
United Kingdom	177

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## ***Spain and Portugal: year one for their participation in the Higher Education Cooperation Scheme***

1986 was the first year in which Spanish and Portuguese institutions could apply for financial help for Joint Study Programmes, since Spain and Portugal are now full members of the European Community and have been since 1 January 1986. This article is an attempt at a first evaluation of the Spanish and Portuguese presence after this year's selection.

### ***Spain***

From the outset, Spain has managed to make her interest in higher education cooperation felt. In order to give a true evaluation of Spain's presence in the various programmes, we must study, on the one hand, the applications sent in by Spanish institutions themselves and, on the other, the applications coordinated by other institutions in other member States, including those which have extended their already existing programmes to include Spain.

Since projects for higher education cooperation are usually long-term and exacting activities, it is hardly surprising that applications for Preparatory Visits for Spanish institutions came flocking to Brussels. The large number of applications for Short Study Visits are explained by the interest of Spanish university staff in getting to know as much as possible about the higher education systems of the other Member States of the European Community to which Spain now also belongs.

As far as the applications for financial help for Joint Study Programmes are concerned, the Office for Cooperation in Education received, in this first year, four which originated with a Spanish institutions: two were favourably viewed by the Academic Advisory Panel.

This picture changes completely if we look at the total number of requests for grants relating to programmes which include Spanish participation. It seems obvious that 1 January 1986 had long been awaited all over

Europe by those who already had contacts with Spain and who were now waiting to make "official" them by including a Spanish institution in their programme. Many European universities have also set up new programmes with Spanish participation.

**Table 1**

**Joint Study Programmes 1986/87: Spanish Participation**

Nº	Participating Institutions	Field of Study	Nº	Participating Institutions	Field of Study
22	F CESEM, Groupe ESC Reims UK Middlesex Business School, Middlesex Polytechnic, London E ICADÉ, Madrid D Fachhochschule für Technik und Wirtschaft, Reutlingen	Business and Management Studies	500	I Istituto Universitario di Architettura di Venezia E Universidad Politécnica de Las Palmas E Escuela Técnica Superior de Sevilla	Architecture
41	E Universidad de Deusto, San Sebastián F ESCAE Clermont-Ferrand UK Buckinghamshire College of Higher Education D Fachhochschule Osnabrück	Business and Management Studies	505	D Hochschule Bremen E Universidad de Alcalá de Henares	Business and Management Studies
78	UK University of Glasgow DK Københavns Universitet I Università di Firenze NL Noordelijke Leeergangen, Zwolle E Universidad Autónoma de Barcelona	Education	519	E Eskola Politeknika, Arrasate F Université de Toulouse III F ENSEIHT, Toulouse	Informatics
131	UK Humberside College of Higher Education, Hull D Fachhochschule Münster F Chambre de Commerce et d'Industrie, Bordeaux E Cámara de Comercio e Industria de Madrid	Business and Management Studies	521	B Université Catholique de Louvain E Universidad Autónoma de Barcelona	Computer Science
159	B Universitaire Instellingen Antwerpen UK London School of Hygiene & Tropical Medicine NL Koninklijke Instituut voor Tropen, Amsterdam D Universität Heidelberg UK Liverpool School of Tropical Medicine DK Coordination Bureau for Tropical Medicine, Copenhagen E Universidad de Barcelona	Tropical Medicine	524	F ENS d'Ingénieurs Electriciens de Grenoble E Ecole Professionnelle Polytechnique de Mondragon F ENS d'Informatique et de Mathématiques Appliquées, Grenoble	Electrical Engineering
295	UK University of London F Université de Paris VII P Universidade Nova de Lisboa E Universidad Nacional de Educación a Distancia, Madrid I Istituto Universitario Orientale, Napoli D Freie Universität Berlin NL Vrije Universiteit Amsterdam B Université Catholique de Louvain DK Roskilde Universitetscenter G University of Crete	African Studies	535	UK Winchester School of Art E Universidad de Barcelona	Fine Arts
298	F Université d'Aix-Marseille III, Aix-en-Provence UK University of Exeter E Universidad Autónoma de Madrid D Universität Tübingen	Comparative Law	538	B Institut Libre Marie Haps, Bruxelles E Escuela Universitaria de Traductores e Intérpretes, Granada	Modern Languages
417	B Vrije Universiteit Brussel NL Technische Hogeschool Delft F Université d'Aix-Marseille III D Technische Hochschule Darmstadt E Universidad Politécnica de Madrid	Architecture	539	D Universität Marburg E Universidad de Extremadura, Cáceres	Modern Languages/Literature
462	D Universität Würzburg F Université de Caen I Università di Padova E Universidad de Salamanca	Romance Studies	557	F Université de Paris XI E Universidad Complutense de Madrid	Law
			561	P Universidade Nova de Lisboa F Université Lyon I UK Birkbeck College, University of London I Università di Torino E Universidad Complutense de Madrid F Facultés Catholiques de Lyon	Historical Geology
			569	F Université de Nantes UK University of Sussex D Universität Düsseldorf E Instituto de Agroquímica y Tecnología de Alimentos, Valencia UK University College, Cardiff UK Food Research Institute, Norwich	Food Chemistry
			576	D Universität-Gesamthochschule Paderborn D Universität Hannover E Universidad de Alcalá de Henares	Economics
			581	UK Chester College P Instituto AA Costa Ferreira, Lisboa E Universidad de Barcelona, Escuela Universitaria del Profesorado de EGB	Teacher Education

The most frequently represented country in the 22 programmes with Spanish participation is the Federal Republic of Germany, closely followed by France and the United Kingdom.

The 22 programmes with Spanish participation are coordinated mainly by French or UK institutions (five coordinating programmes each), four programmes are

Among the 39 programmes which included Spain as a partner country, 22 were accepted (in overall terms, 475 applications were received and 270 grants awarded). The fields of study where Spain's presence is most felt are business studies and foreign languages.

coordinated respectively by a German or Belgian institution, two by the Spanish institutions themselves and one each by an Italian and a Portuguese institution. There are three programmes in which both Spanish and Portuguese institutions will be participating together. Two of these (in the fields of special education and African studies) will be coordinated by a British institution, the other (in historical geology) by an institution in Portugal.

## Portugal

At first sight Portugal's first appearance on the Joint Study Programme scheme might appear much more modest than that of Spain. However, if the comparative population figures of the two countries are taken into account (Portugal around 10 million, Spain approximately 38 million) it is in fact thoroughly comparable with that of its Iberian neighbour. As in the case of Spain, Portugal's presence has made itself particularly felt as regards the requests for support under the terms of the Preparatory Visit and Short Study Visit schemes. As regards Joint Study Programmes, Portuguese institutions are represented in nine programmes which were the subject of

funding requests to the Commission, with four of them coordinated by the Portuguese institutions themselves.

Of these nine requests for support, the Commission has accepted six - a very high success rate for the Portuguese institutions, which augurs extremely well for Portuguese participation in this, their first year within the Community higher education grant schemes. The requests received in respect of programmes involving Portuguese institutions were concentrated very clearly in three fields of study, namely teacher education, followed by natural science and engineering. This could contribute to reviving the participation of teacher education programmes in the scheme - a somewhat under-represented field hitherto.

**Table 2****Joint Study Programmes 1986/87: Portuguese Participation**

Nº	Participating Institutions	Field of Study	Nº	Participating Institutions	Field of Study
295	UK University of London F Université de Paris VII P Universidade Nova de Lisboa E Universidad Nacional de Educacion a Distancia, Madrid I Istituto Universitario Orientale, Napoli D Freie Universität Berlin NL Vrije Universiteit Amsterdam B Université Catholique de Louvain DK Roskilde Universitetscenter G University of Crete	African Studies	565	D Technische Hochschule Darmstadt D Zentrum für graphische Datenverarbeitung, Darmstadt P Universidade de Coimbra	Mathematics/Informatics
401	NL Interstudie - Nieuwe Leraren Opleiding, Nijmegen B Katholieke Universiteit Leuven P Universidade de Coimbra	Teacher Education	561	P Universidade Nova de Lisboa F Université Lyon I UK Birkbeck College, University of London I Università di Torino E Universidad Complutense de Madrid F Facultés Catholiques de Lyon	Historical Geology
527	P Instituto Superior Técnico, Lisboa UK Imperial College of Science and Technology, London	Mechanical Engineering	581	UK Chester College P Instituto AA Costa Ferreira, Lisboa E Universidad de Barcelona, Escuela Universitario del Profesorado de EGB	Teacher Education

The other European partners in the programmes with Portuguese participation are fairly evenly distributed across all the Member States of the Community (with the exception of Ireland and Luxembourg). The countries most frequently represented in the programmes with Portuguese involvement are the United Kingdom (four prog-

rammes) followed by Spain (three - i.e. half the programmes with Portuguese involvement). Of the six programmes in which Portuguese institutions will be participating, two are coordinated by British partners, two by the Portuguese institutions concerned and one each by a German and a Dutch institution.

**Table 3: Statistical Overview of Portuguese and Spanish Participation 1986/87**

	Applications Received			Programmes Supported		
	E	P	Total	E	P	Total
Joint Study Programmes	39	9	475	22	6	270
Preparatory Visits	74	17	769	19	9	193
Short Study Visits	59	25	586	24	11	183

## COMETT set for launch in January 1987



Decisions of the Council of Ministers in July 1986 have finally cleared the way for the launch of COMETT, the Community's programme for cooperation between universities and enterprises in training in the field of technology. While the European Council of Ministers reached preliminary agreement on the programme in December 1985 (1), the implementation of the programme was delayed because of failure to agree on the budget for COMETT. After lengthy negotiations, this obstacle has now been cleared, and the programme will start a three-year operational phase on 1 January 1987. With an agreed budget of MECU 45 for 1987-89, COMETT will comprise the following measures:

### A. European Network

Setting up and development of a European network of university-enterprise training partnerships (UETPs) having as one objective transnational cooperation, particularly in the following fields: organisation of training schemes in undertakings, exchanges of staff, of trainees and of training officers from other Member States; developing joint transnational cooperation projects in the field of training, technical assistance, monitoring and evaluation Community-wide.



A key criterion in the choice of UETPs for participation in the European network will be their capacity to respond to specific training needs at local, regional and national level in cooperation with the relevant public agencies and organizations and to carry out what this object in mind operations such as: exchange of staff, of trainees and of training officers; training schemes in undertakings; joint development and production of training materials, and retraining and refresher programmes for skilled company personnel, especially those from small and medium-sized undertakings, and for training officers.

### **B. Transnational exchanges**

Specific incentives to promote, for the benefit of all Member States, the transnational exchange of trainees, including new graduates, and university staff and the staff of undertakings through:

- (i) grants for trainees, including new graduates, undergoing periods of training in undertakings established in other Member States;
- (ii) fellowships for university staff seconded to undertakings in other Member States;
- (iii) fellowships for the staff of undertakings and business personnel seconded to universities in other Member States.

### **C. Joint ongoing training projects**

Support for work on devising, developing and testing at European level joint projects for ongoing training initiated jointly by different undertakings in connection with the universities concerned in fields related to new technologies.

Support for ongoing training courses for the rapid dissemination in universities and undertakings of the results of research and development in the new technology field.

### **D. Multilateral initiatives for developing multi-media training systems**

Support for multilateral initiatives with regard to multi-media training systems using new information and communication technologies including television, where appropriate, with particular emphasis on the training of training officers and staff of undertakings.

### **E. Additional measures implemented by the Commission.**

These measures shall concern:

- (i) an exchange of information and experience;
- (ii) the analysis and monitoring of developments in qualifications in regard to new technologies;
- (iii) a better mutual understanding of the obstacles hindering the development of university-enterprise cooperation in the field of advanced training with a view to the strengthening of such cooperation.

The Commission will be assisted in the implementation of COMETT by a COMETT Committee comprising representatives of the Member States. This Committee will have a consultative role in relation to the general guidelines for COMETT, including the criteria and procedures for the selection of projects for support. Its first meeting is scheduled for 11/12 November 1986, after which the Commission will publish a guide to the application procedures, criteria and timetable.

In order to assist the Commission in the administrative implementation of COMETT, a COMETT Unit has been established. This unit, to be located in Brussels, will collaborate closely with the Commission in regard to:

- providing information and documentation to applicants;
- designing the procedures for the processing of applications;
- assisting the Commission in connection with a data base on university enterprise cooperation in training;
- liaising with counterpart initiatives at Member State level.

The COMETT unit is located at Rue d'Egmont 13, 1050 Brussels (Tel.: (32) (2) 511 91 16), and will become fully operational with effect from 1 December 1986.

## ***European royalty speaks about ERASMUS***

On 24 April 1986, King Juan Carlos of SPAIN was awarded the degree of Doctor of Civil law by Oxford University. In the course of his speech of acceptance, in which the King stressed the importance of close cultural links between the Member States of the European Community, he made direct reference to the proposed new ERASMUS programme for the stimulation of university cooperation:

*"At a time when Spain has joined, politically and legally, a European Community to which, in the fields of history and culture, we have always belonged, and when the Community has before it an ambitious scheme - appropriately named ERASMUS - that seeks to re-establish a tradition that existed during the epoch of that illustrious humanist, aimed at increasing the mobility and interchange of students between various European Universities, I receive the Doctorate in Civil Law from the University of Oxford with pride and gratitude, as a hallowed token of the understanding between two ancient European cultures."*

In the NETHERLANDS, too, the 450th anniversary of Erasmus's death has not gone unnoticed, with a number of academic events being held to mark the occasion.

In her opening speech to Parliament on 16 September, Queen Beatrix linked the name of Erasmus firmly to the need for greater European cooperation. She began her speech by saying:

*"This year many countries are commemorating the 450th anniversary of Erasmus's death. As a Christian and humanist, Erasmus's call was for conciliation. It was an emphatic call, which he made as a European at a time when much was in a state of flux, and at a time during which our own nation was created. This is not just history, but also a historical perspective on the work to be accomplished today. Our government attaches great importance to the further development of European integration. The Single European Act must act as a stimulus for swifter decision-making, especially as applied to the competition of the Internal Market..."*

and she concluded:

*"...Many of the problems facing us today require common consultation in order to tackle them together. Politics alone cannot fulfil this task. But politics can maintain the principle of conciliation of which Erasmus was so energetic an advocate".*

## ***JSP's in the news***

### ***Italian job crosses new frontiers***

by John O'Leary

Most new courses claim to break new ground. But when a polytechnic degree programme wins special approval from the Italian cabinet and inaugurates a new international video link at its launch, it must be considered unique.

The course in question is a joint venture initiated by Brighton Polytechnic in partnership with Turin Polytechnic, marrying business and technology. The first 60 students will enrol this autumn, dividing their times between the two countries throughout a four-year programme.

Brighton will offer the business studies (taught in English) while Turin concentrate on technology, although including some business teaching in Italian. The students will change institution every six months, starting in Brighton to allow the British time to get their Italian up to scratch through intensive training at the polytechnic's language school.

The course needed a special decree to alter Turin Polytechnic's statutes to allow numbers to be limited by selection (Italian higher education has a principle of open access). But it has been welcomed enthusiastically by both the government and industry there. The Italian department of education put in £ 60,000 towards the launching costs and five big firms, including Unichem and Fiat, have each contributed £ 10,000.

The EEC also gave grants to pay for travel between the two polytechnics in the planning stage of the course. But in Britain red tape is proving to be a barrier. Grants regulations dictate that courses do not attract mandatory awards if the students spend more than one year out of

the country, so Brighton's recruits will have to compete for discretionary awards.

Professor Geoffrey Hall, the polytechnic director, has written to all education authorities, stressing the quality of the course and asking for priority treatment for the students. And the dean responsible for the course has written to the Prime Minister, appealing for a change in the regulations.

It is the first joint course with an Italian institution sanctioned by the Council for National Academic Awards. Students will have periods of work experience in both countries even though the sandwich mode of study is almost untried in Italy.

The video conference which launched the course on Monday was the first commercial link between London and Turin. The hour-long exchange was recorded for use in recruiting students in Britain and encouraging further industrial sponsorship in Italy, where a higher proportion of the costs will have to be met privately.

Professor Hall said Turin had been chosen as a partner because it is a world leader in design and engineering manufacturing. He said Brighton was looking for a European dimension and the course was intended to produce graduates with a good knowledge of business management, who would be credible in a technological environment and fluent in another language. Graduates will receive a degree from Brighton and a diploma from Turin.

(Source: The Times Higher Education Supplement; 13 June 1986)

### ***A trilingual European diploma***

#### ***at the University of Provence***

At the end of two long years of negotiations an international agreement has been signed which sets up a study programme and a trilingual diploma in applied foreign languages which will be common to the three signatory institutions: the University of Provence (Aix-Marseille I), the Fachhochschule of Cologne and Ealing College of Higher Education in London. This pilot project, which will begin with the new academic year 1986-87, has received the backing of the French university authorities (Directorate for Cooperation and International Relations) and of the Commission of the European Communities (Office for Cooperation in Education), both of which have given the project a grant. This programme should, at the end of the course, give the students a European diploma, and be extended to other countries.

The three participating institutions had already had bilateral arrangements for the exchange of students. Thanks to the initiative of two members of staff, Jean-Claude Crapoulet and Yves Carbonel, directors of the English and German departments respectively of the Faculty of Letters of the University of Aix-en-Provence, these negotiations were held to extend the agreements to a trilateral convention. With the full encouragement of the President of the University, Yves Pouzard, their project has resulted in a joint study programme over four years in parallel in the three partner institutions.

This programme consists essentially in the teaching of two foreign languages, in 'civilisation' courses and their application to the fields of economy, management and

law. Each institution will provide special language courses for the foreign students. The students, whose number has been limited to twenty-five per year and per country for the time being, will spend the first and last years of their course in their home institution and the other two years in each of the other institutions.

Subject to the approval of the supervisory staff, every student who has successfully completed his/her course

will receive a diploma from an international panel accepted by the partner institutions (the subjects having been agreed upon). The staff of the institutions have also agreed to try and obtain the official recognition of the European diploma from their national authorities.

Guy Porte

(Source: Le Monde, 15 July 1986)

## ***International inter-university cooperation:***

### ***a survey of the agreements entered into by Italian universities***

The Rui Foundation and the Institute for University Cooperation published in 1985 the results of a large-scale enquiry carried out on the international agreements entered into by the Italian universities. The analysis of the trends in 'foreign policy' among Italian universities was supplemented by a study on the most recent trends in international inter-university cooperation, especially in the European area and the developing countries. The research project was carried out with the active support of the Italian Ministries of Education and Foreign Affairs.

Three recent laws (No. 38 of 1979, Decree No. 382 of 1980 and No. 705 of 1985) have meant that legislation in Italy has provided a strong boost for the development of international activities and exchanges on the part of the universities.

The first years of this decade witnessed the signing of the great majority of the 239 formal agreements which link Italian and foreign universities. The leading Italian University in this field is the 'La Sapienza' University of Rome, which is a signatory of no less than 32 formal agreements. The Universities of Padua, Trieste and Naples, the Ca' Foscari and the Architectural Institute of Venice are also very active, along with the Universities of Calabria and Perugia, and the private 'Bocconi' University in Milan.

The principal partners of the Italian universities are those in Europe; in fact 69 per cent of the agreements have been signed with these (the leading countries are France, Poland and West Germany). In this context the volume of agreements with the universities of Eastern Europe is particularly significant (32 per cent).

Outside Europe, Italian inter-university cooperation is weighted in favour of relations with the USA. However the most promising sector of cooperation is that of programmes with developing countries. The research paid detailed attention to direct agreements, to programmes financed by the Development Cooperation Fund of the Ministry of Foreign Affairs, and to programmes financed by international institutions.

The areas of study covered by Italy's formal agreements in cooperation are those of the 'natural and exact sciences' (39 per cent of all agreements), and the humanities (30 per cent), followed by social sciences, law, medicine and engineering. Architecture, the arts and agrarian and educational studies are at a much lower level in the agreements.

Alongside the directory of these agreements, the ICU/Rui study made a qualitative evaluation of Italian cooperation. From this an attempt was made to draw up a pattern for cooperation, on the basis of critical analyses of results produced in the past.

The conclusions may be summed up as follows:

- international cooperation is a prime necessity for the universities;
- inter-university cooperation must have clear and measurable aims;
- inter-university cooperation must be concentrated around certain 'guiding principles' which are historically up-to-date and valid in the medium term;
- inter-university cooperation must be an intelligent and concrete expression of university autonomy;
- university cooperation must have adequate funds to attain its objectives;
- inter-university cooperation must produce communities of scholars and foster the training of researchers.

The analysis of the actual problems met with by workers in the field of cooperation made it possible for our researchers to formulate eight recommendations on:

- the creation of international study courses in Italian universities;
- international training of students and research workers;
- recognition of degrees and diploma from foreign universities;
- the value of an agency at the service of inter-university cooperation;
- information;
- the role of the Minister of Education;
- finances;
- the structure of the service for the right to study.

Rui Foundation and the Institute for University Cooperation: *International Inter-university Cooperation: Survey of the agreements entered into by the Italian Universities*. Rome, 1985, 3 volumes pp. 72 + 354 + 272.

For further information refer to:

The Rui Foundation, Via Crescenzo 16 I-00193 Rome, Italy.

The Institute for University Cooperation, Viale Bruno Buozzi 60 I-00197 Rome, Italy.



# Oyez ! Oyez !

## Transpyrenean University Cooperation

### First conference of Pyrenean Universities and Research Centres

From 26 to 27 september 1986, the presidents of a large number of universities and research centres from both sides of the Pyrenees met at Jaca (Spain) to confirm their desire to build up close cooperation among themselves. At the end of two days of extremely useful meetings, a permanent Committee of Pyrenean Universities and Centres of Research was set up. This will work from the Centre de Rencontre des Cultures Pyrénéennes in Andorra. The main tasks of the Committee will be to propose scientific or technological cooperation programmes which are specifically Pyrenean or which have a European interest.

Another task will be to try to connect up the Spanish and French data banks. This transpyrenean cooperation might well end up by organising Joint Study Programmes with partners from both sides of the Pyrenees.

## Joint Franco-German Degree Award now in four Fields of Study

The Franco-German Institute of Technology and Business Studies has now extended its programme to include the field of civil engineering. Students in this subject, together with those in business studies, electrical engineering and mechanical engineering, receive both the "Diplom" of the Fachhochschule des Saarlandes and "Licence" from the University of Metz or Nancy (depending on the subject area concerned). An intensive language course is also an important part of the programme of the Institute, which was created in 1978 on the basis of an agreement between the French and German governments.

For further information, contact:

Fachhochschule des Saarlandes  
Sekretariat DFHI  
Goebenstr. 40  
D - 6600 Saarbrücken  
Tel. (49)681-51179 or 54084, ext. 18.

## European Centre for Environmental Communication

The European Centre for Environmental Communication (CECE) has started the publication of an information and liaison bulletin on audiovisual communication and environment in Europe. The bulletin, which is available in French and in English, will be published five times a year. For information about this, please contact the CECE at 55, rue de Varenne, F-75341 Paris Cedex 07.

## Rui Foundation Scholarships

With the aim of furthering the growth of European Citizenship and the training of European graduates at international level, the Rui Foundation has established a fund for study scholarship to be used for periods of study by university students in a country of the European Community other than their own. The annual value of the fund is 40,000 ECUs.

It will first be put into use in the 1987/88 academic year. The scholarships are intended for university students or recent graduates of one of the twelve countries of the European Community, who are of proven capacity and merit, and must have insufficient private financial means. They must be under 28 years of age, and have the intention, if Italian, of undertaking a period of study in one of the other countries of the Community; if citizens of another Community country, of undertaking a period of study in Italy.

The applications - to be presented on appropriate forms available from the Foundation - must be sent to the President of the Rui Foundation, Viale XXI Aprile, 36 - I - 00162 Roma, before 10 April 1987.

## Graduate Programmes open to Students

The University of York, United Kingdom, now offers four graduate programmes in its department of Economics and Related Studies. These are M. Sc. programmes in *Economics*, *Health Economics*, *Economic and Social Policy Analysis*, *Project Analysis*, and *Finance and Investment*. For further details about these and other programmes please contact The Secretary for Graduate Admissions, Department of Economics and Related Studies, University of York, Heslington, York YO1 5DD, United Kingdom. Telephone: (0904) 59861 ext. 5602.

## International Symposium on Student Exchange

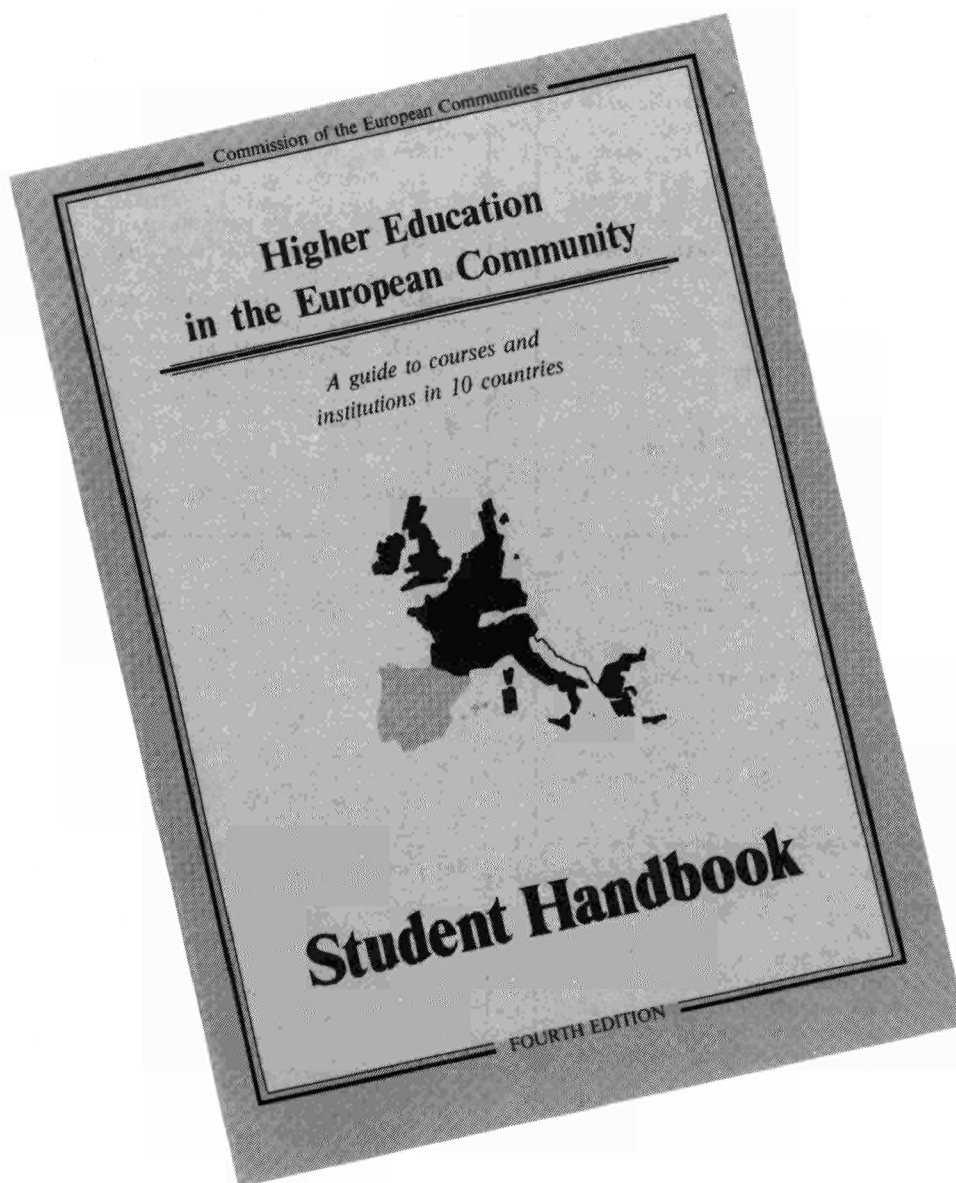
The Section "Research on Exchanges" of the Society for the Study of International Problems, in cooperation with the Institute for International Relations, based in Bonn, is planning a series of scientific conferences on developments and functions of student exchange in Western Europe, of student exchange between Western and Eastern Europe and finally of student exchange between European and Non-European countries. The first symposium, devoted to student exchange in Western Europe, is planned to take place in Bonn from 19-24 October 1987. The symposium will offer a platform for scholars and organizers of student exchange from Western European countries to discuss the following topics:

1. Historical development and present situation of student exchange in Western Europe;
2. Political and social conditions of European student exchange;
3. Problems and difficulties of foreign students;
4. Screening the results and effects of European student exchange;
5. Consequences for European policies in this field.

Scholars from all relevant fields of research from all Western European countries who have been engaged in research in the fields listed above and who have published on those subjects are invited to attend, as are heads or staff-members in leading positions of national and European organizations in charge of planning and organizing student exchange.

Further information from:

Institute for International Relations  
(Institut für Internationale Begegnungen)  
Walramstr. 9  
D - 5300 Bonn 2,  
Federal Republic of Germany



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