

νημερωτικό δελτίο · newsletter · bulletin d'informations · boletín informa-
formação · Nyhedsblad · ενημερωτικό δελτίο · newsletter · bulletin d'informa-
Nieuwsbrief · Boletim de Informação · Nyhedsblad · ενημερωτικό δελτίο · newsletter · bulletin d'informa-
Mitteilungsblatt · bollettino · Nieuwsbrief · Boletim de Informação · Nyhedsblad · ενημερωτικό δελτίο ·
boletín informativo · Mitteilungsblatt · bollettino · Nieuwsbrief · Boletim de Informação · Nyhedsblad · ε-
ulletin d'informations · boletín informativo · Mitteilungsblatt · bollettino · Nieuwsbrief · Boletim de Infor-
ελτίο · newsletter · bulletin d'informations · boletín informativo · Mitteilungsblatt · bollettino · Nieuwsbr
yhedsblad · ενημερωτικό δελτίο · newsletter · bulletin d'informations · boletín informativo · Mitteilungs-
oletim de Informação · Nyhedsblad · ενημερωτικό δελτίο · newsletter · bulletin d'informations · boletín
ollettino · Nieuwsbrief · Boletim de Informação · Nyhedsblad · ενημερωτικό δελτίο · newsletter · bullet
Mitteilungsblatt · bollettino · Nieuwsbrief · Boletim de Informação · Nyhedsblad · ενημερωτικό δελτίο ·
oletín informativo · Mitteilungsblatt · bollettino · Nieuwsbrief · Boletim de Informação · Nyhedsblad ·
ulletin d'informations · boletín informativo · Mitteilungsblatt · bollettino · Nieuwsbrief · Boletim de I
ελτίο · newsletter · bulletin d'informations · boletín informativo · Mitteilungsblatt · bollettino · Nieu
yhedsblad · ενημερωτικό δελτίο · newsletter · bulletin d'informations · boletín informativo · Mitte
oletim de Informação · Nyhedsblad · ενημερωτικό δελτίο · newsletter · bulletin d'informations · boletín
ollettino · Nieuwsbrief · Boletim de Informação · Nyhedsblad · ενημερωτικό δελτίο · newsletter · bullet
Mitteilungsblatt · bollettino · Nieuwsbrief · Boletim de Informação · Nyhedsblad · ενημερωτι
oletín informativo · Mitteilungsblatt · bollettino · Nieuwsbrief · Boletim de Informação · Nyhed
ulletin d'informations · boletín informativo · Mitteilungsblatt · bollettino · Nieuwsbrief · N
ελτίο · newsletter · bulletin d'informations · boletín informativo · Mitteilungsblatt · bollettino · Nieu
yhedsblad · ενημερωτικό δελτίο · newsletter · bulletin d'informations · boletín info-
oletim de Informação · Nyhedsblad · ενημερωτικό δελτίο · newsletter · bulletin
ollettino · Nieuwsbrief · Boletim de Informação · Nyhedsblad · ενημερωτικό δελτίο · newsletter · bullet
Mitteilungsblatt · bollettino · Nieuwsbrief · Boletim de Informação · Nyhedsblad · ε-
oletín informativo · Mitteilungsblatt · bollettino · Nieuwsbrief · Boletim de Informa
ulletin d'informations · boletín informativo · Mitteilungsblatt · bollettino · Nieuwsbr
newsletter · bulletin d'informations · boletín informativo · Mitteilungsblatt · bol
ad · ενημερωτικό δελτίο · newsletter · bulletin d'informations · boletín informa
de Informação · Nyhedsblad · ενημερωτικό δελτίο · newsletter · bulletin d'informa-
ollettino · Nieuwsbrief · Boletim de Informação · Nyhedsblad · ενημερωτικό δελτίο · news
Mitteilungsblatt · bollettino · Nieuwsbrief · Boletim de Informação · Nyhedsblad · ενημερωτι
oletín informativo · Mitteilungsblatt · bollettino · Nieuwsbrief · Boletim de Informação · Nyhed
ulletin d'informations · boletín informativo · Mitteilungsblatt · bollettino · Nieuwsbrief · Bolet
ελτίο · newsletter · bulletin d'informations · boletín informativo · Mitteilungsblatt · bollettino
yhedsblad · ενημερωτικό δελτίο · newsletter · bulletin d'informations · boletín d'informations
oletim de Informação · Nyhedsblad · ενημερωτικό δελτίο · newsletter
ollettino · Nieuwsbrief · Boletim de Informação · Nyhedsblad · ενημε
Mitteilungsblatt · bollettino · Nieuwsbrief · Boletim de Informação · Ny
oletín informativo · Mitteilungsblatt · bollettino · Nieuwsbrief · Bolet
ulletin d'informations · boletín informativo · Mitteilungsblatt · bollettino · Nieuwsbrief · Bolet
ελτίο · newsletter · bulletin d'informations · boletín informativo · Mitteilungsblatt · bollettino
yhedsblad · ενημερωτικό δελτίο · newsletter · bulletin d'informatic
oletim de , · Nyhedsblad · ενημερωτικό δελτίο · newsle
ollettino · Nieuwsbrief · Boletim de Informação · Nyhedsblad · εν-
Mitteilungsblatt · bollettino · Nieuwsbrief · Boletim de Informacã
oletín informativo · Mitteilungsblatt · bollettino · Nieuwsbr
ulletin d'informations · boletín informativo · Mitteilungsblatt · bollettino · Nieuws
ελτίο · newsletter · bulletin d'informations · boletín informativo · Mitteilungsblatt · bol
yhedsblad · ενημερωτικό δελτίο · newsletter · bulletin d'informations · boletín inf
oletim de Informação · Nyhedsblad · ενημερωτικό δελτίο · newsletter · bulletin d'
ollettino · Nieuwsbrief · Boletim de Informação · Nyhedsblad · ενημερωτικό δελτίο
Mitteilungsblatt · bollettino · Nieuwsbrief · Boletim de Informação · Nyhedsblad · ε-
oletín informativo · Mitteilungsblatt · bollettino · Nieuwsbrief · Boletim de Informa
ulletin d'informations · boletín informativo · Mitteilungsblatt · bollettino · Nieuws
ελτίο · newsletter · bulletin d'informations · boletín informativo · Mitteilungsblatt ·
blad · ενημερωτικό δελτίο · newsletter · bulletin d'informations · boletín in-
formação · Nyhedsblad · ενημερωτικό δελτίο · newsletter · bulletin
ollettino · Nieuwsbrief · Boletim de Informação · Nyhedsblad · ενημερωτικό δελ-
Nieuwsbrief · Boletim de Informação · Nyhedsblad
ollettino · Nieuwsbrief · Boletim de I
Mitteilungsblatt · bollettino

erasmus

newsletter

2/1989



Published for
The Commission of the European Communities
Task Force Human resources,
education, training and youth
by
ERASMUS Bureau

University of Bristol



THE DEGREE OF BACHELOR OF ARTS AWARDED TO

ON THE
WAS OBTAINED PARTLY AS A RESULT OF STUDIES
UNDERTAKEN IN THE UNIVERSITY OF
IN THE SUMMER SEMESTER OF
UNDER THE AEGIS OF THE EUROPEAN COMMUNITY
ACTION SCHEME FOR THE MOBILITY
OF UNIVERSITY STUDENTS (ERASMUS)

J.R. Kingman
Vice-Chancellor

Catherine J. Cunningham
Registrar

The central offering of ERASMUS to students is a substantial recognized period of study abroad in another EC country as an integral part of the course leading to their degree or other qualification. Recognition must be explicit and in writing. This page shows a few samples of the form it may take.



The University of Sheffield

It is hereby certified that

has satisfactorily completed an approved
course of study under the



ERASMUS PROGRAMME

at this University
between and
and has been successful
in the department(s) of:

John P. ...
Registrar and Secretary

ACUERDO DE CREACION DE UN PROGRAMA CONJUNTO PARA LA OBTENCION DE DOBLE TITULACION ENTRE LA ECOLE NATIONALE DES PONTS ET CHAUSSEES Y LA ESCUELA TECNICA SUPERIOR DE INGENIEROS DE CAMINOS, CANALES Y PUERTOS DE LA UNIVERSIDAD POLITECNICA DE MADRID

CREATION D'UN CURSUS CONDUISANT A L'ATTRIBUTION DU DOUBLE DIPLOME ECOLE NATIONALE DES PONTS ET CHAUSSEES ET ESCUELA TECNICA SUPERIOR DE INGENIEROS DE CAMINOS, CANALES Y PUERTOS DE LA UNIVERSIDAD POLITECNICA DE MADRID

ANTECEDENTES

Después de varios años de fructíferos intercambios entre la Ecole Nationale des Ponts et Chaussées (ENPC) y la Escuela Técnica Superior de Ingenieros de Caminos, Canales y Puertos de la Universidad Politécnica de Madrid (ETSICCP), ambos establecimientos han decidido crear un programa que permita a los alumnos de ambos centros, la obtención del doble diploma ENPC-ETSICCP.

Se trata de un programa piloto con carácter experimental y por lo tanto durante la primera fase de realización, ambos centros docentes se proponen limitar el número de alumnos acogidos a este programa a cinco por cada establecimiento.

DEFINICION DEL PROGRAMA

Los alumnos de la ETSICCP que se incluyan en este programa, una vez concluido su tercer año de estudios en Madrid y obtenido por tanto el Certificado de haber finalizado el primer ciclo de la formación de Ingeniero continúan en la ENPC los estudios correspondientes al segundo y tercer año de esta Escuela en París. Finalizarán sus estudios cursando las asignaturas del sexto año en la ETSICCP de Madrid.

Los alumnos de la ENPC que se incluyan en este programa, una vez finalizado el segundo año de sus estudios en la Ecole de Paris, realizarán un tercer año de estudios en la ETSICCP de Madrid, cursando un menú de asignaturas correspondientes a los años cuarto, quinto y sexto de esta Escuela. A continuación realizarán una estancia profesional en una empresa española al finalizar la cual presentarán su Proyecto Fin de Carrera que será dirigido y calificado por la ETSICCP de Madrid.

SELECCION DE CANDIDATOS

Los alumnos candidatos a participar en este programa serán seleccionados conjuntamente por ambas Escuelas.

CONCESION DE LAS TITULACIONES

La concesión de la doble titulación a los alumnos que participen en este programa se realizará de forma simultánea en ambas Instituciones de acuerdo con la legislación vigente en ambos países.

GASTOS DE MATRICULA Y DE ESCOLARIDAD

Los gastos de matrícula y/o escolaridad de los alumnos acogidos a este programa serán a cargo de los centros docentes de acogida.

Compte tenu des échanges fructueux entre l'Ecole Nationale des Ponts et Chaussées (ENPC) et la Escuela Técnica Superior de Ingenieros de Caminos, Canales y Puertos de la Universidad Politécnica de Madrid (ETSICCP), ces deux établissements ont décidé de créer un cursus permettant à des élèves l'obtention du double diplôme ENPC/ETSICCP.

Il s'agit d'un programme pilote, à caractère expérimental. Ainsi et pendant la première phase de réalisation, les deux établissements se proposent de limiter le nombre d'élèves admis par chacun d'eux à cinq (5).

DEFINITION DU CURSUS

Les élèves de la ETSICCP ayant accompli leur 3ème année à Madrid et obtenu leur certificat du 1er cycle de formation d'ingénieur, suivront à l'ENPC les études correspondant à la 2ème et 3ème années de cette Ecole. Ils devront ensuite suivre la 6ème année à la ETSICCP de Madrid.

Les élèves de l'ENPC ayant fini leur 2ème année effectueront leur 3ème année à la ETSICCP de Madrid, en suivant des modules de 4ème, 5ème et 6ème années de cette Ecole. Ils effectueront ensuite un stage d'une année en entreprise et feront leur Projet de Fin d'Etudes (PFE) sous la direction de la ETSICCP de Madrid.

SELECTION DES ELEVES

Les candidats à ce cursus seront sélectionnés conjointement par les deux établissements.

DELIVRANCE DES DEUX DIPLOMES

Pour les élèves participant à ce cursus, la délivrance des deux diplômes sera simultanée dans les deux Institutions selon la législation en vigueur dans les deux pays.

FRAIS D'INSCRIPTION ET DE SCOLARITE

Les élèves concernés par ce projet ne devront pas payer de frais d'inscription et/ou de scolarité dans l'établissement d'accueil.

Paris, le 19 Décembre 1988

Francisco ALDANAYAR
Directeur
Escuela Técnica Superior de Ingenieros de Caminos, Canales y Puertos de Madrid
ETSICCP

José-Antonio TOROJADirecteur
ETSICCP

Francis WALLING
Director of Studies
Minister of Education and Science

Paris, le 19 Décembre 1988

Louis-Michel SANDE
Directeur par intérim
ENPC

The text was prepared by the ERASMUS Bureau on behalf of the Commission of the European Communities. The ERASMUS Bureau, an autonomous body of the European Cultural Foundation, assists the Commission of the European Communities in the administration of the ERASMUS Programme.

The articles and texts appearing in this publication may be reproduced freely, in whole or in part, with due reference to their source.

© Catalogue No.: CE-AB-89-002-EN-C.

Printed in Belgium.

EDITORIAL

The European Community Course Credit Transfer System (ECTS) is off the mark, with the first student exchanges starting this term. The outstanding goodwill and commitment demonstrated by university participants during the preparatory period are expected to provide a firm foundation for the six-year pilot scheme and, subsequently, for the construction of an EC-wide system taking the principles of academic recognition well beyond those underlying the ERASMUS ICPs.

At present, of course, the actors are barely on stage. Yet following the distribution of information on ECTS among the 80 plus participating departments and those of their students interested, some 700 students applied to go abroad under the terms of the pilot scheme. Institutions then selected around 600 students to take part on the basis of academic and linguistic competence, as well as motivation. Currently the scheme's pioneers, they are likely to be forerunners of the typical ERASMUS student of the late 1990s. The initial trends in this first year of the pilot scheme are consistent with traditional student mobility patterns reflecting a demand for study in countries which are the home of the more widely-spoken languages (English, French, German and Spanish). It is hoped that certain imbalances in student flows will be levelled out in the medium term, as ECTS students improve and diversify their linguistic skills.

The diversification of such skills within the Community is of course the purpose of LINGUA, the major new EC programme to be launched in 1990. LINGUA will be built on five Actions, the second involving measures to promote language learning in universities. Within this context, it will aim to boost the mobility of students training to become modern language teachers, or specializing exclusively in languages, as well as those taking languages in parallel with another subject (business studies or engineering for example). This goal will be pursued within the ERASMUS pattern of financial support to universities, mobility grants to students and visit grants to individual staff members. The four remaining actions of LINGUA will focus on in-service training of foreign language teachers (Action I), improved knowledge of foreign languages at work (III), foreign exchanges for young people in professional training (IV) and a series of complementary measures (V).

Following the 'Arche Summit' (Paris) on July 14-16th, the Commission of the European Communities was asked to coordinate the help which 24 market economy countries pledged to Poland and Hungary in support of their reform programmes. Known in the EC as the PHARE operation (in French, 'Pologne et Hongrie: Assistance à la Reconversion économique'), this support is meant to respond to the priority needs of both countries, and cooperation for training is seen as an integral part of it. More specifically, intensive support is envisaged for academic training (including the higher levels of teaching in areas like management and 'high tech'), for which a teacher and student exchange scheme based on the ERASMUS know-how and network, between Poland, Hungary and the Community, might be most appropriate.

Finally, we draw readers' attention to our inside supplement on the middle pages. The statistical trends discussed are an encouraging conclusion to the first phase of ERASMUS and augur well for the prospects for Phase Two to be examined more closely in the next issue.

CONTENTS

Editorial 1

ERASMUS ICP News

Training Objectives for
Teacher Training 2

Modern English and French
Language and Literature 3

Chunnel Signpost to ERASMUS
1993..... 4

Siena School helps ERASMUS
Language Learners 5

ERASMUS at the Technical
University of Lisbon..... 6

SUPPLEMENT TO 2/89: ERASMUS Grants for 1989/90

News from Brussels

ERASMUS, Education and Europe:
a Perspective from
the Parliament..... 7

NGAA News

The Joys and Pleasures
of ERASMUS 9
NGAA Staff Changes..... 9

Just Visiting

Getting Cooperation
off the Ground 10

Focus

Diary 11

ERASMUS Advisory Committee
Member Gives keynote Patras
Speech..... 11

ERASMUS Advisory Committee
meets in Würzburg 11

Action Jean Monnet..... 11

Students Have the Last Word

An ERASMUS Grantholder in
Göttingen..... 12

ERASMUS Student Survey 1989. 12

Contact Corner 12

Acknowledgements 12

Training Objectives for Teacher Training

Education and teacher training have had a harder time than most subjects in finding a footing for cooperation under ERASMUS, no doubt partly because of the national orientation of school curricula and career prospects in what remains a predominantly state-controlled sector. The ICP described here by Attilio Monasta, Professor of Education at the University of Florence, is a bold attempt to grapple with some of these handicaps.

The ERASMUS ICP on 'training of teachers and instructors' coordinated by the Department of Educational Science at the University of Florence, is the largest of its kind in the field of teacher training, a subject in which ICPs are still relatively few. The institutions currently involved are shown in the box.

In many countries, including Italy, teachers are trained in various *subjects*, with the need for a 'vocational' training *in teaching itself* not fully understood. Thus, often, students do not know that later they will become teachers, while adult teachers wishing to attend university cannot easily go abroad for a long time because of work, family, and other obligations.

Yet teacher training is a key area for the improvement of educational and cultural institutions throughout the whole of Europe. Furthermore, the role of the teacher is changing, as other professional figures emerge in schools, vocational training and continuous education. Our ICP has therefore developed **not** in order to provide teacher training within *different* subjects, but so that all types of teachers can be better qualified on the basis of the *common elements* of professionalism needed today in education.



Thinking it through for tomorrow's teachers. Attilio Monasta (left) and Hamish Paterson, an ICP colleague, at the Glasgow University Club.

Success has resulted from the ICP's broad spectrum as well as its core emphasis on the analysis of the typical professionalism of the teacher, and because it offers teachers with basic university qualifications and work experience a chance to take higher level courses (like those for the Master of Education, or *Maitrise*) throughout the EC. A major reward for the ICP, in recognition terms, has been that some teachers working full-time and regularly employed at a university or college in a participating country, have been granted paid leave to study abroad within the framework of the ICP.

The ICP has already promoted the mobility of university students at all levels in the partner institutions, and has developed analysis of the pro-

fessionalism of teachers during seminars and study meetings. The most recent of these have been in Florence (December 1987), Siena (April 1988), Namur (October 1988) and Berlin (May 1989). From these meetings, the proposal emerged for a 'joint curriculum' leading to the award — for teachers involved in the ICP — of a European Diploma of Specialization in Teaching and Training.

Training Objectives rather than Exam Topics

The innovation of this 'European diploma' — the first of its kind despite the numerous other 'European diplomas' generated by ERASMUS in other subjects — is that the joint curriculum was not devised from a list of 'topics' to study. Instead, it was based on agreement among partners as to the *learning objectives* to be achieved irrespective of specific fields of specialization.

The agreement lists ways in which students should have made substantial progress at the end of the curriculum. For example, they should have a greater understanding of contemporary problems, the European dimension, and the multicultural/multilinguistic dimension in education and training, as well as of

Participating Institutions

Università di Firenze (Italy)
 Facultés Universitaires 'Notre-Dame de la Paix', Namur (Belgium)
 Université de l'État à Liège (Belgium)
 Technische Universität Berlin (Federal Republic of Germany)
 København Universitet (Denmark)
 Universidad Autónoma de Barcelona (Spain)
 Conservatoire national d'Arts et Métiers, Paris, (France)
 Aristoteleion Panepistimion Thessalonikis (Greece)
 University College of Cork (Ireland)
 Katholieke Hogeschool Tilburg (The Netherlands)
 Noordelijke Hogeschool Leeuwarden (The Netherlands)
 Escola Superior de Educação de Madeira (Portugal)
 University of Glasgow (United Kingdom)
 Jordanhill College of Education, Glasgow (United Kingdom)

the professional role of the teacher and its relation to other professions. They should also know more about the history of industrialized society and the organization of labour, and be able to confront problems of labour organization in the schooling and training fields. Yet further desirable skills are the ability to identify the educational and training needs of students, and to reconcile these needs with the requirements of society within a given training process; and to use the educational resources offered by the new technologies, in particular the relationship between education and 'mass media', the use of audio-visual aids and applications of computers in education.

The joint curriculum has a modular structure to allow students to attend courses, seminars, and other educational activities in line with their work requirements, although attendance at each educational unit is considered intensive, full-time, and of a high level.

Each module should include a theoretical part, a practical part and an applied vocational part. The agreement also indicates which areas of vocational practice are considered most important for the purpose of improving the skills of teachers, instructors and other education professionals. These are the relationship between school and work, the integration of disabled persons in school and vocational training, and adult education and vocational training.

To be awarded the European Diploma, students must have successfully completed at least eight training modules, each consisting of 30 hours, of which three must be abroad in another EC country. The 30 hours may be taken as a traditional course or seminar of one year or semester, or alternatively as an intensive course or seminar of one or two weeks at home or abroad. All three modules taken abroad may be taken during the same period only if this period exceeds five months. The final evaluation for each module will depend on the particular rules of each institution which organizes the single modules according to the postgraduate training levels required by the curriculum. ■

Modern English and French Language and Literature



by
David Farley HILLS,
*Professor of English Language and Literature
University College of Swansea, U.K.*

Our ERASMUS ICP involves the departments of French and English at both the University College of Swansea (University of Wales, U.K.) and the Université de Bretagne Occidentale (Brest, France). In the 1988-89 academic year, we began by enrolling nine students who had already completed their first term's work in Brest. Because it is not easy for students, even with a degree in the 'other' language, to perform at a level close to that of native speakers, a language component, a taught course in translating between the two languages, has been introduced. The two university systems also differ in some ways that required 'bridging', like the use of more orals in the French system. Yet there is immense educational value in experiencing the two traditions at work in close conjunction, stimulating a re-examination of methods on each side.

Written and oral examinations are used for the course, and both universities contribute fully to the assessment process. On successfully passing their exams, students present a dissertation on an original topic as a preparation for research. They can opt to receive **either** an M.A. (University of Wales) **or** a *Maîtrise* (Université de Bretagne Occidentale), and a bi-lingual degree certificate for use by both universities is planned.

There is an excellent working relationship between the four departments involved in the ICP, and we regularly visit each other to review

the working of the course and take part in the teaching (not necessarily confined to the postgraduate course) and examining.

Two problems in particular, however, are still unresolved. The first and most serious concerns the huge difference in university fees between U.K. and French institutions. Our course (identical in both countries) costs some ECU 2660 in the U.K. and ECU 100 in France. At undergraduate level, this need not be too alarming because most U.K. undergraduates get government funding for fees. But government grants are especially difficult to obtain for postgraduate courses in the Arts, with the result that recruitment of U.K. students is much harder. The second problem is the difficulty (and cost) of getting between our two cities. European airways seem to be mainly geared to getting from capital to capital (or at best from one very large city to another). Yet here we have two big cities, separated by about 400 km as the crow flies, where the most convenient (and least expensive) route is nearly 1200 km. via London and Paris.

Despite the snags, we are pleased with the way things have gone so far, and convinced that our course makes a genuine contribution to Anglo-French friendship. We trust that this successful cooperation with our hospitable colleagues in Brest will continue into the future, enabling many more students to make direct personal contact with the living culture of both countries. ■

Chunnel Signpost to ERASMUS 1993

The Channel Eurotunnel will probably not do much for the problem of the Swansea/Brest transport connection mentioned in the previous article. But it won't come a moment too soon for many other ERASMUS ICPs in which cooperation between France and the U.K. is thriving! Here is just a selection in which the excellent links already forged may be drawn just that bit tighter still!

Salford to Lyon Return

VIA CHEMISTRY....

There has been a regular exchange of ICP students between the Department of Chemistry and Applied Chemistry in the University of Salford, U.K., and the École supérieure de Chimie industrielle de Lyon (ESCIL) France. It involves French students working for the *Diplôme d'Ingénieur* in Chemistry at ESCIL, and U.K. students at Salford reading for a B.Sc (Honours) degree in Chemistry, with additional studies in France.

The academic studies of both groups in their host institution is different. The French have followed either a complementary course, mainly in inorganic chemistry, with a mixed selection of courses from the second and third years of the Applied Chemistry Honours Degree, or the

entire third year of the latter. In the Salford applied chemistry sandwich course, all students go into industrial laboratories for five months' professional training in March, so the French students follow a similar pattern with industrial training either in France or England. From 1989/90, ESCIL students are doing their whole final year at Salford, reading for the *Diplôme d'Ingénieur* awarded following successful completion of that year — an important development in the light of the launching of ECTS.

The English students at ESCIL follow courses from the first-year programme and a more advanced practical programme, with some second-year work also included. Once back in England, the U.K. students are able to continue their language studies and can sit examinations of the Institute of Linguists.

.... AND ELECTRONIC ENGINEERING

This is an ICP link between the Department of Electronic and Electrical Engineering at the University of Salford and the Ecole Centrale de Lyon, with an annual two-way exchange of three or four students.

The Lyon participants are exempted from the final year of their three-year course leading to the *Diplome d'Ingénieur*. All have undertaken the taught M.Sc course in electronic control, and most have received the award of M.Sc from Salford besides their *Diplôme d'Ingénieur*.

For Salford students, the exchange is mainly at undergraduate level, with exemption from the second-year of their three-year B.Eng (Honours) course, to study at Lyon. Although significantly matching the second year at Salford, the programme is based mainly on the Lyon second-year, but can include first- and third-year subjects. All visiting undergraduates are assessed by the host institution in the same way as the home students. Application and preliminary selection of candidates at Salford is made in the first year, usually during the first term, in order to provide language tuition.

And from Dundee to Dauphiné

A successful ERASMUS student mobility ICP in several subjects including international relations, European studies and area studies, has been developed at the University of Dundee, with the Universities of Grenoble II and III and Aberdeen as partners. Beginning modestly as an exchange 'between friends' at Dundee and Grenoble III, the ICP now involves students in applied foreign languages and English at



A group of academics and legal experts invited by ERASMUS ICP Project Director Jean-Pierre Boivin (Sceaux Law Faculty, Université de Paris XI) pay an informal visit to the site of the French-side entry to the future Eurotunnel, at Sangatte, in early May 1989. The opening of the tunnel is scheduled for the Single European Market in 1993.

Grenoble III, economics, history and philosophy at Grenoble II, modern languages, economics, history, philosophy and political science at Dundee, and French at Aberdeen.

In addition to regulations drawn up for the award of double degrees, students in both Grenoble III and Dundee may spend their year abroad studying for an ERASMUS certificate. This is accepted by Grenoble III as equivalent to the *Licence* and gives entry to the *Maitrise* programme. Dundee certificate holders get direct entry to Senior Honours.

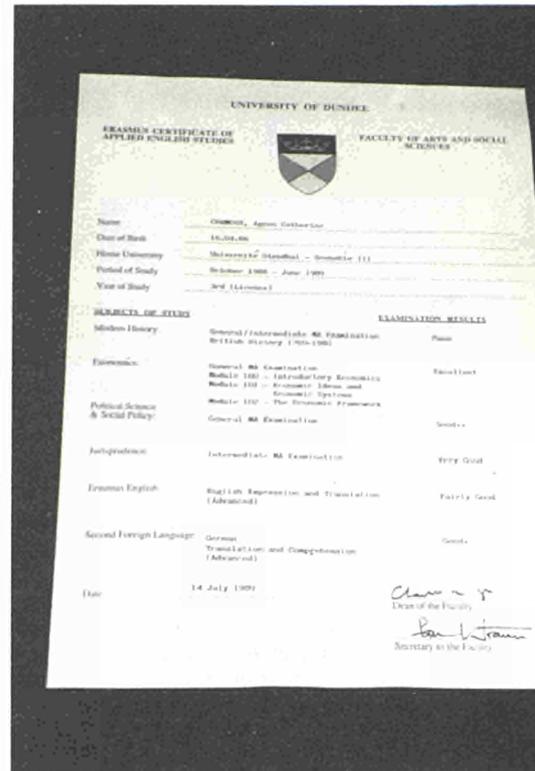
Student comment on the ICP is nearly always warm and positive, often reflecting subsequent difficulty in imagining life without two cultures, two sets of friends, or sometimes even two homes for which a long and wearing coach journey is a small price to pay!

Paris to London Last but not Least

In one of numerous London/Paris ERASMUS exchanges in the 1988/89 academic year, two ERASMUS ICP students from the Université de Paris-Sud (Paris XI) did courses leading to the B.Sc in Physics and in Chemistry at the University of London Imperial College of Science, Technology, and Medicine. Another Paris student, in genetics, followed part of the London M.Sc course in biotechnology. Three more students from each University also attended lectures and tutorials in experimental physics at the partner institution.

In 1989/90, the ICP is being developed with a view to including as many as 16 students, funds permitting. The aim of building a fourth year into the Imperial College B.Sc to include a study year abroad is likely to pep up cooperation with London further still. Longer-term plans including possible extension of the programme to Padua will, if realized, give an already successful Anglo-

French initiative a truly European dimension. ■



The ERASMUS Certificate awarded in the Dundee/Grenoble/Aberdeen ICP.

Siena School helps ERASMUS Language Learners

The international School of Italian Language and Culture for Foreigners in Siena is helping ERASMUS by laying on language courses from which many visitors from abroad, including numerous ERASMUS students at the University of Siena, may benefit.

First set up in 1917, the School, a private State-recognized institution, is now offering two intensive one-month courses in Italian for ERASMUS students, using well-established teaching methods, backed by original audio-visual aids. The first of the courses runs throughout January, and the second in October. Each involves four hours of study daily and use of the language laboratory. Student numbers are limited to 20 for each course level, allowing for close personal supervision.

While tuition fees are usually covered by the University of Siena, the students receive frequent personal attention from the School on matters such as assistance with cheap board and lodging, and administrative and academic procedures. ■



A true Euro-commitment... with EC and Member State flags on the school façade to prove it!

ERASMUS at the Technical University of Lisbon

by
Professor J. Lopes da SILVA,
Vice-Rector,
Technical University of Lisbon, Portugal

Building a people's Europe is dependent on creating a genuine European spirit, partly a mix of political and economic factors, but also — inevitably — of cultural and scientific ones. It is important, therefore, to train able citizens, capable of expressing themselves in a foreign language and communicating and co-operating with partners abroad through a better knowledge of foreign economic and social structures.

People nowadays often talk about the 'European graduate', 'European manager' or 'European engineer', associating such titles with training curricula which include studies either about Europe or undertaken in at least one other EC country. Employers, too, are tending to favour the recruitment of young managers with a 'European' training. Thus Portuguese students, like others, need an opportunity to have first-hand experience of other EC Member States. And Portuguese universities have to bear this in mind, if their students are not to be left out of exchange programmes like ERASMUS and COMETT.

Realizing the major importance of ERASMUS, the Universidade Técnica de Lisboa (UTL) immediately joined the EC-wide drive to take part in the Programme. First, a working group of representatives of various educational establishments was set up, with the task of disseminating information on, and co-ordinating, current or forthcoming activities. Group representatives tell teaching staff and students at their institution how to present an ICP application or become an ICP partner institution, and gather information on prospective projects and the decisions taken on them. Each project is co-ordinated by a member of the teaching staff of one of the universities involved. This person's task is to initiate competition for the award of grants, collect applications and shortlist applicants. Simultaneously, working together with counterparts in other institutions, the same person is required to draw up programmes for study at host universities and submit them to the appropriate bodies of the home institution. Any agreements reached must be endorsed by the university rector.

During the 1987/88 academic year, UTL was involved in five ICPs, three of which it co-ordinated. Overall, five Portuguese students, three from

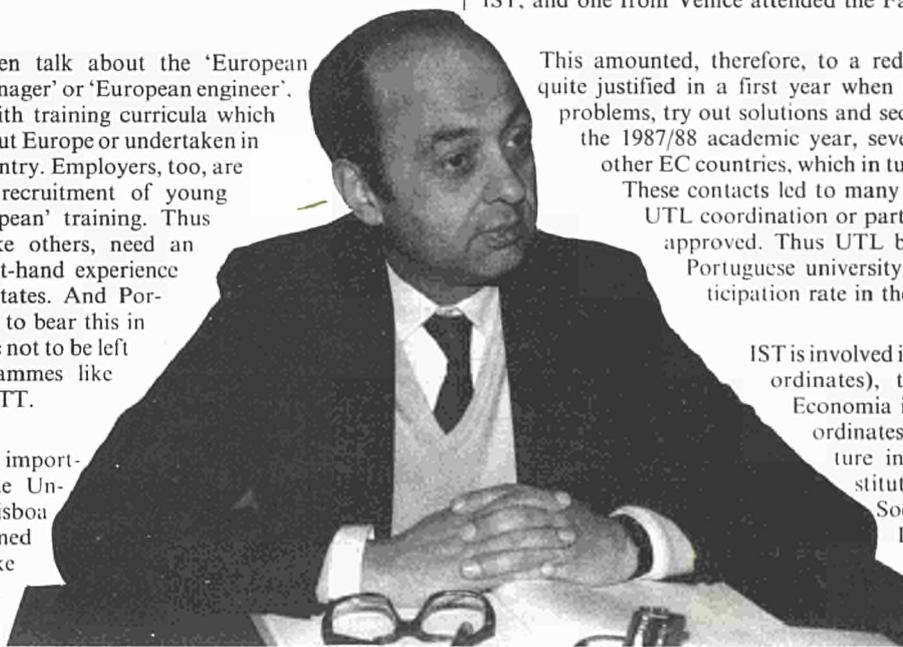
the Instituto Superior Técnico (IST) and two from the Faculdade de Arquitectura, attended *licenciatura* (first degree) or *mestrado* (higher degree) courses at the Université de Paris VII (two students), the Architectural College, Venice (two) and University College Dublin (one), while eight foreign students came to Lisbon. Three from Paris, one from Dublin and three from the University of Liverpool studied at IST, and one from Venice attended the Faculty of Architecture.

This amounted, therefore, to a reduced mobility programme, quite justified in a first year when it was essential to identify problems, try out solutions and secure the future. Also during the 1987/88 academic year, several UTL staff travelled to other EC countries, which in turn sent delegations to UTL.

These contacts led to many ICP applications involving UTL coordination or participation, 22 of which were approved. Thus UTL became (with Coimbra) the Portuguese university with the highest ICP participation rate in the 1988/89 academic year.

IST is involved in 13 ICPs (six of which it co-ordinates), the Instituto Superior de Economia in five (one of which it co-ordinates), the Faculty of Architecture in two and, finally, the Instituto Superior de Ciências Sociais e Políticas and the Instituto Superior de Agronomia each in one. The ICPs concerned involve 58 foreign universities, with the following Member State breakdown: France 14, United Kingdom 10, Federal Republic of Germany, 9, Italy 7, Spain 6, and Ireland, Greece, Belgium and the Netherlands 3 each.

The considerable increase in the number of ICPs suggests growing interest among Portuguese universities in ERASMUS. Further studies and contacts are being pursued with a view to widening the subject areas covered, the number of universities and countries involved, and also the number of students and teaching staff benefiting from ICP mobility. Proposals for joint inter-university degrees and European higher degree courses are also under examination. It is to be hoped, therefore, that UTL will be involved in even more projects in 1989/90. However, success or failure fundamentally depends on participation by students, for whom ERASMUS is primarily intended. I am confident we shall be successful. ■



PLEASE
AFFIX
POSTAGE

**Office for Official Publications
of the European Communities**

Rue Mercier 2

L-2985 LUXEMBOURG

PLEASE
AFFIX
POSTAGE

**Office for Official Publications
of the European Communities**

Rue Mercier 2

L-2985 LUXEMBOURG

ORDER FORM

I wish to take out subscription(s) to the *ERASMUS Newsletter* (3 issues per year — 9 ECU per subscription) in (please circle the language):

Danish Dutch English French German Greek Italian Portuguese Spanish

As from 1 January 1989 and until cancellation on my part with effect from 31 December of the year in question. Subscriptions comprise all the numbers issued in any calendar year.

Name..... Mr. Mrs. Miss

Address

Town/City Postcode Country.....

Date Signature

Payment on receipt of invoice

ORDER FORM

I wish to order copy/copies of the *ERASMUS Directory of programmes 1988/89* (ISBN 92-825-9273-1) for the price of 27.50 ECU per copy.

Name..... Mr. Mrs. Miss

Address

Town/City Postcode Country.....

Date Signature

Payment on receipt of invoice

The *ERASMUS Newsletter* is published three times a year. If you wish to subscribe to the newsletter on an annual basis (ECU 9), please remove the attached slip along the perforation and return it to the Office for Official Publications of the EC. The purchase of specified copies singly (ECU 3.90) is also possible on request.

ERASMUS Grants for 1989/90

In mid-1989, the Commission of the European Communities announced the selection of ERASMUS projects for support in the 1989-90 academic year. The present supplement presents a statistical overview of the main features of these projects, indicating some of the interesting trends and developments compared with the previous year.

As Mrs. Vasso Papandreou, the Commissioner for Employment, Industrial Relations, Social Affairs, Human Resources, Education and Training, put it when presenting the results of this year's selection round to the press, 'the consolidation of the European University Network and the impressive growth of student mobility are confirmation of the success of the ERASMUS programme in university circles'. In the 1989-90 academic year (the third year of operation of ERASMUS), the Programme has a budget of ECU 52.5 million which will be used to provide support to:

- 1507 Inter-University Cooperation Programmes (ICPs), of which 1348 will involve student mobility and 272 an integrated exchange of university teachers;
- an estimated 20,000-25,000 students, spending integrated periods of study of three months to a full year in another Member State;
- 1913 visit projects which will enable 4046 higher education staff members to prepare cooperation programmes, to study aspects of higher education systems or give guest lectures;
- 37 European projects launched by university associations and consortia;
- 14 publications on aspects of university cooperation and mobility in Europe;
- 84 higher education institutions participating in the European Community Course Credit Transfer System (ECTS) and around 600 students carrying out a period of study within this framework.

INTER-UNIVERSITY COOPERATION PROGRAMMES (ICPs)

Applications

The total number of applications for support of ICPs in 1989-90 was 2221. In the demand for student mobility grants there has been a spectacular increase from around 19,000 students to around 31,000 (a rise of 63 %), not counting the substantial numbers of 'free movers' who apply in certain Member States. An analysis of the ICP applications reveals several other interesting developments:

- The number of partners in each ICP application has increased somewhat and, more important still, each proposed programme contains 50 % more students and almost twice as many active student exchange links as last year.
- The most notable feature is unquestionably the very significant increase in demand for student mobility grants. Not only has the number of students increased by 63 %, but the number of requests for funding to support student mobility programmes within ICPs has also risen by nearly 20 %.
- On a student-month basis, students from France, the Federal Republic of Germany and the U.K. account for 62 % of all student mobility grants requested, a

considerable decrease compared to last year's 69 %. The most marked increases are in students moving from Portugal, Denmark, Belgium and Greece. Although France, the Federal Republic of Germany and the U.K. remain the most popular destinations of ERASMUS student grant applicants, numbers of those moving to Denmark, Greece, Belgium, the Netherlands, Italy and Portugal have all risen this year at rates well above the Community-wide average.

- The profile of ICP applications in terms of Member State involvement in 1989/90 has also shifted slightly, the fall in the combined involvement of France, the Federal Republic of Germany and the U.K. from 55 % to 51 % being compensated for by a rise in the participation rates of nearly every other country — most notably Denmark, Spain, Italy, Ireland and Portugal.
- From the foregoing trends it may be concluded that the geographical balance of ERASMUS is improving.
- The distribution of ICP applications by subject area is broadly similar to that of last year with languages and philological sciences (18.6 %), engineering/technology (12.7 %), business studies/management science (12.2 %) and social sciences (9.9 %) accounting for just over half of all applications.
- The general assessment of applications has shown a clear improvement in overall quality as higher education institutions build on experience.

ICPs supported

As indicated above, the Commission decided to distribute the support available among 1507 ICPs. The breakdown of the type of cooperation activities supported is as follows:

— student mobility	1348 programmes
— teaching staff mobility	272 programmes
— joint development of new curricula	97 programmes
— intensive programmes	104 programmes

This corresponds to a success rate of 68 % of ICPs overall, although the success rates for the individual components of the ICPs differ considerably as follows: 72 % for student mobility ICPs, 32 % for teaching staff mobility ICPs and 22 % for ICPs for the joint development of new curricula and intensive programmes.

Financial assistance awarded to universities for the development of ICPs totals ECU 15,950 million, or an average of 10,584 ECU per ICP, each involving just over three institutions on average.

Table 1 provides a survey of the participation of universities from the various Member States in all 2221 applications and in the 1507 Inter-university Cooperation Programmes accepted. ▶

Table 1: Inter-university cooperation programmes 1989/90: General Overview by Member State

Member State	Coordinating institution(1)					Involvements(2)			
	All applications		Approved ICPs		Approval rate	All applications		Accepted ICPs	
	No.	%	No.	%	%	No.	%	No.	%
Belgium	192	8.6	129	8.6	67	389	17.5	277	18.4
Fed. Republic of Germany	280	12.6	190	12.6	68	850	38.3	619	41.1
Denmark	78	3.5	48	3.2	62	185	8.3	129	8.6
Spain	228	10.3	135	9.0	59	665	29.9	456	30.3
France	429	19.3	283	18.8	66	1098	49.4	767	50.9
Greece	46	2.1	31	2.1	67	160	7.2	121	8.0
Italy	252	11.3	184	12.2	73	589	26.5	450	29.9
Ireland	57	2.6	37	2.5	65	204	9.2	143	9.5
Luxembourg	1	0.0	1	0.0	100	7	0.3	7	0.5
Netherlands	198	8.9	140	9.3	71	466	21.0	334	22.2
Portugal	70	3.2	41	2.7	59	210	9.5	156	10.4
United Kingdom	390	17.6	288	19.1	74	1157	52.1	816	54.1
Total	2221	100.0	1507	100.0					

- (1) Each ICP has one coordinating institution. This institution is in many cases the main driving force behind the ICP.
 (2) The figures mean that, for example, Belgian universities are involved in 277 (18.4 %) of the 1507 accepted ICPs. Each country is counted only once in each accepted ICP in which it is involved, even if several universities from that country are participating in the ICP concerned.

Table 2 shows the distribution of the applications and ICPs over the various subject areas. In this context, attention should be drawn to the problem that the number and quality of applications in the various subject areas differed considerably. The large number of applications in some subjects, like languages and business for example, has meant that care has had to be taken, when selecting applications for support, to ensure respect for the balanced participation in ERASMUS implied by the Council Decision.

STUDENT GRANTS

As indicated above, 1348 of the ICPs to be supported in 1989-90 will involve an exchange of students for integrated periods of study in another Member State.

The National Grant-Awarding Authorities (NGAAs) are responsible for the distribution of ERASMUS grants to students participating in these ICPs. The budget available for these grants in 1989-90 is ECU 26 million which has been divided up among the 12 Member States on the basis of the criteria provided for by the Council Decision adopting the ERASMUS programme, namely the number of young people aged between 18 and 25 and the number of students enrolled in the higher education institutions. Table 3 gives the amount allocated to each Member State and the number of notional average full-year grants of 2000 ECU corresponding to each.

In the approved student mobility ICPs, the total number of students to be exchanged is around 27,500. As the length of the period to be spent abroad by these students varies between three months and a full year, another significant factor is the number of student months in approved ICPs, which in 1989-90 totals 176,000. Due to the limited financial resources referred to in the preceding paragraph, the actual numbers of students funded will probably be lower and can be estimated as between 20,000 and 25,000, though

Table 2: Inter-university Cooperation Programmes: General Overview by Subject Area

Subject area	All applications		Approved applications	
	No.	%	No.	%
Agriculture	65	2.9	40	2.7
Architecture	79	3.6	53	3.5
Art and Design	76	3.4	57	3.8
Business	270	12.2	129	8.6
Education	58	2.6	41	2.7
Engineering	282	12.7	206	13.7
Geography	71	3.2	41	2.7
Humanities	113	5.1	84	5.6
Languages	412	18.6	285	18.9
Law	129	5.8	98	6.5
Maths. Informatics	81	3.6	62	4.1
Medical Sciences	122	5.5	89	5.9
Natural Sciences	177	8.0	133	8.8
Social Sciences	219	9.9	145	9.6
Communication	22	1.0	15	1.0
Other areas	15	0.7	9	0.6
Framework agreements	30	1.4	20	1.3
Total	2221	100.0	1507	100.0

Table 3: Budgetary Allocation for ERASMUS Student Grants, by Member State

Member State	ECU	Notional No. of full-year equivalent student grants
Belgium	773,500	387
Federal Republic of Germany	5,400,700	2,700
Denmark	429,750	215
Spain	3,297,800	1,649
France	4,412,700	2,206
Greece	669,750	335
Italy	4,471,700	2,236
Ireland	267,500	134
Luxembourg	195,000	97
Netherlands	1,325,450	663
Portugal	631,800	316
United Kingdom	4,124,350	2,062
Total	26,000,000	13,000

Table 4: Incoming and Outgoing Student Flows by Member State

Member State	Number of students		Number of student months	
	'Exports'	'Imports'	'Exports'	'Imports'
Belgium	1,385	1,385	6,845	6,658
Federal Republic of Germany	4,502	4,235	32,314	30,138
Denmark	600	538	3,288	2,832
Spain	3,008	2,716	19,575	16,913
France	5,907	6,103	40,054	42,634
Greece	583	437	3,387	2,287
Italy	2,610	2,196	13,924	12,960
Ireland	688	748	4,861	4,808
Luxembourg	15	15	120	120
Netherlands	1,887	1,771	10,373	9,479
Portugal	609	446	3,524	2,478
United Kingdom	5,658	6,789	37,824	44,792
Total	27,452	27,452	176,089	176,089

Table 5: Visit Grants: Grants Awarded by Member State*

Member State	Accepted applications		% of total	
Belgium	118	(82)	6	(6.5)
Federal Republic of Germany	156	(101)	8	(8.0)
Denmark	73	(32)	3.8	(2.5)
Spain	299	(202)	15.6	(15.9)
France	189	(117)	9.8	(9.2)
Greece	175	(128)	9.4	(10.1)
Italy	278	(198)	14.5	(15.6)
Ireland	82	(52)	4.3	(4.1)
Luxembourg	1	(2)	—	
Netherlands	110	(69)	5.7	(5.4)
Portugal	140	(119)	7.3	(9.4)
United Kingdom	292	(165)	15.2	(13.0)

* Figures in brackets show corresponding totals for 1988/89

these will be augmented by an as yet unknown number of free movers in certain Member States.

The student flows between Member States provide a useful indication of the balance of the ERASMUS programme. Table 4 shows the ingoing and outgoing flows in each Member State, with in most cases a real balance observable in terms of 'export' and 'import'. From this standpoint, only the U.K. can really be considered as a 'net importer' and Greece and Portugal an 'net exporters'.

STUDY AND TEACHING VISITS

For the 1989-90 academic year, teachers and administrators in higher education institutions submitted to the Commission 3722 applications for visit grants (a 7.5 % increase on the 3510 submitted in 1988-89) in order to visit higher education institutions in other Member

States of the Community. As in 1988-89, roughly two in every three applications were concerned with a visit for the purpose of preparing new cooperation agreements between institutions, which augurs well for the future development of the European University Network.

An overview of the 1913 visit grants awarded for the 1989-90 academic year, broken down by Member State of origin of application as well as by rate of growth with respect to the 1988-89 academic year, is given in Table 5. Given that over half of these grants are for group visits, a total of 4046 university staff members will be able to benefit from a visit to establish preparatory contacts for new ICPs, improve the content of courses, teach abroad, or improve their knowledge of higher education systems.

Thanks to a substantial budgetary increase (a total ECU 3.17 million as compared to ECU 2.11 million in 1988-89), the number of grants awarded referred to above (1913) represented 53 % of the total number of applications, a substantially greater acceptance rate than the corresponding 38 % in 1988-89.

Countries where there seems to be a need to consolidate or strengthen inter-university cooperation within the European University Network (Greece, Italy, Portugal and, to a lesser extent, the Federal Republic of Germany and Spain) were given special consideration in the award of visit grants, as were subject areas which appeared under-represented within the ICPs (see Table 6).

Tabelle 6: Besuchsstipendien: Gewährte Stipendien aufgeschlüsselt nach Fächern *

Fach	Bewilligte Anträge		% der bewilligten Anträge	
Landwirtschaft	101	(67)	5,3	(5,3)
Architektur	81	(46)	4,2	(3,6)
Kunst und Design	83	(60)	4,3	(4,7)
Betriebswirtschaft	137	(60)	7,2	(4,7)
Erziehungswissenschaft	127	(77)	6,6	(6,1)
Ingenieurwissenschaft	219	(126)	11,4	(9,9)
Geographie	58	(37)	3,0	(2,9)
Geisteswissenschaften	81	(95)	4,2	(7,5)
Sprachen	215	(143)	11,2	(11,3)
Jura	103	(64)	5,4	(5,1)
Mathematik/Informatik	105	(72)	5,5	(5,7)
Medizin	127	(109)	6,6	(8,6)
Naturwissenschaften	128	(88)	6,7	(6,9)
Sozialwissenschaften	181	(112)	9,5	(8,8)
Kommunikationswissenschaft	32		1,7	
Andere Fächer	29	(65)	1,5	(5,1)
Rahmenabkommen	27		1,4	
Hochschulverwaltung	79	(46)	4,1	(3,6)

* Die Zahlen in Klammern geben die entsprechenden Quoten für 1988/89 wieder. Keine Zahlen bedeuten, daß das Fach 1988/89 nicht aufgeführt wurde.

GRANTS FOR ASSOCIATIONS AND PUBLICATIONS

Under Action 4.2 of ERASMUS, the Commission awarded a total budgetary allocation of ECU 471,150, on the one hand to university associations or consortia and on the other for various publications, which in either case were felt to be contributing to inter-university cooperation.

Out of a total of 157 applications (as compared with 125 in 1988-89) under this heading, a total of 51 projects were accepted, 37 of them from university associations and 14 involving publications. The majority of them cover all Member States of the Community. It is encouraging also for the future of ERASMUS to note that 20% of them have been initiated by student associations, while several centred on subjects, like medicine or teacher training, still under-represented within the ICPs.

THE EUROPEAN COMMUNITY COURSE CREDIT TRANSFER SYSTEM (ECTS)

ECTS is being launched as a six-year pilot project with effect from the 1989-90 academic year (see also the 'Editorial'). An integral part of the ERASMUS Programme, ECTS is an attempt to solve academic recognition problems at individual course level, as well as at the level of study periods, intermediate and final examinations. Courses offered to ECTS students are broken down into individual units which are allocated a credit value.

84 higher education institutions from all Member States (ten institutions from each large Member State and five institutions from the smaller ones have been selected to form the 'inner circle' of ECTS in five subject areas (business administration, chemistry, history, mechanical engineering and medicine). These insti-

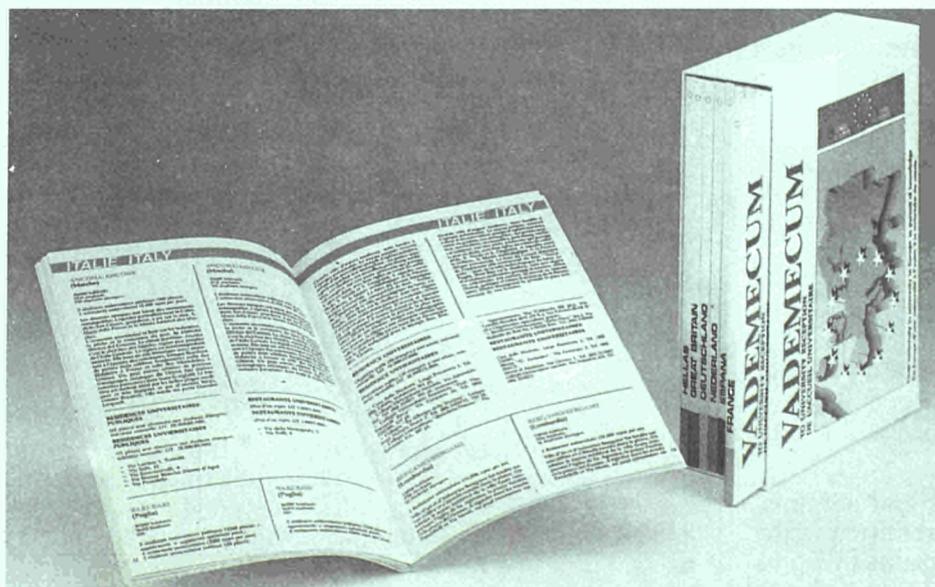
Table 7: Students accepted for participation in ECTS, by Member State*

Member State	Outgoing students	Incoming students
Belgium	38	37
Federal Republic of Germany	100	74
Denmark	22	7
Spain	100	70
France	109	101
Greece	31	11
Italy	60	47
Ireland	47	30
Luxembourg	—	—
Netherlands	36	14
Portugal	25	9
United Kingdom	49	174
Total	594	574

* The difference between figures in the two columns is explained by the fact that some universities have not indicated the final number of students that they intend to receive.

tutions have received from the Commission a grant to implement the system as well as five notional student grants per institution.

Of the 713 students who applied to take part in the first year of the pilot scheme, 594 were provisionally accepted (see Table 7) on the basis of criteria like academic and linguistic ability and their motivation to study abroad. Despite a certain imbalance in student flows linked mainly to students' linguistic abilities, it is encouraging to see that practically all ECTS institutions are sending and receiving students, especially when one considers the relatively short time which institutions and students had to acquaint themselves with the relevant details. ■



VADEMECUM to university reception

Student mobility between universities in different countries within Europe is one of the most important objectives of 1992.

Mobility is freedom of study, closer links between countries and cultural interchange.

The *VADEMECUM to university reception* is a document which gives full information on all that students and teachers need to know about university towns. It is a real Atlas of European culture and provides all the essential information for planning a move abroad.

EDIZIONI FUTURO, Via G. D'Annunzio, 3, I-37126 Verona, Italia.

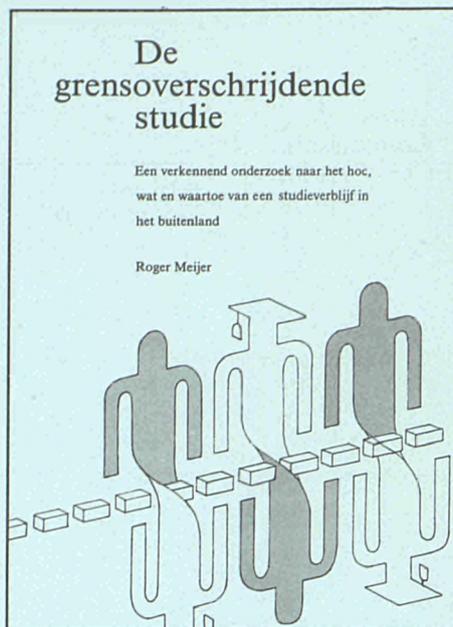
New Publications

Getting at the Benefits of Study Abroad

Meijer, Roger: *De grensoverschrijdende studie*, Andragogisch Instituut, Rijksuniversiteit Groningen, 1989, Hfl.15.

This recent Dutch language study examines the effects of study abroad on a sample of Dutch students and some of the variables which appeared to influence these effects. A review of literature to date (mainly from the U.S.) on the effects of foreign study is also included.

The sample survey involved 93 doctoral students on organized study abroad in Western Europe or the U.S. between mid-1986 and the end of 1987. Those questioned were asked about changes in their *knowledge* of the country visited, as well as their subject area, in their *skills* (including language ability) and in their *attitudes* (including their view of themselves and others). The explanations given were then divided into categories and clarified further by quotations.



As to circumstances influencing the effects of study abroad, the author reviews the aims of students (it is interesting that language learning and improvement of career prospects rank low in this 'Dutch' sample), the preparation for study abroad, the international experience already acquired, the length of the study period, and whether it takes place on an individual or group basis.

Among the conclusions of this survey are that the students questioned felt that the study period abroad should ideally last about nine months, and might be improved qualitatively by allowing them more scope in 'arranging things themselves' and more freedom of choice as regards the subjects to be taken.

The book may be ordered from the Information Department of the Netherlands Universities Foundation for International Cooperation (NUFFIC), Postbus 90734, 2509 LS Den Haag. Tel: (31) (70) 510528. ■

ERASMUS has lost one of its most committed and long-standing protagonists in the Federal Republic of Germany. Elmar Wertz, Professor of Community Planning in Rural Areas and Planning Information at the University of Stuttgart since 1974, died on 20 October 1989, aged 64.

A member of the Academic Advisory Group for the ERASMUS Programme and thus responsible for advising the Commission on the further development of ERASMUS in the field of architecture and planning, Professor Wertz was the coordinator of one of the most ambitious Inter-University Programmes launched so far, embracing well over 20 universities EC-wide. When the EC launched its first initiative in the field of cooperation in higher education back in 1976, he was one of the first project directors to receive support, and he subsequently played a leading role in the major conferences on inter-university cooperation organized at EC level in 1979 and 1985. He played an important role in advising the Commission on the formulation and implementation of the European Community Directive on the mutual recognition of qualifications in the field of architecture, and was a leading figure not only in the Standing Conference of the Deans of Architecture Faculties of the German Universities, but also in the Liaison Committee which links the German technical universities and French *grandes écoles* (GETH).

For those of us privileged to know and work with him, Elmar Wertz was a constant embodiment of the unswerving commitment to international cooperation between universities without which a programme like ERASMUS would be unthinkable. He was never afraid to be critical when circumstances required, but that criticism, uncomfortable though it may have been, was always given in the most constructive spirit.

In Elmar Wertz we have lost a wise counsellor — but above all a true friend.

A.S.

List of Publications

(available in the nine official EC languages)

- *ERASMUS - European Community programme for the mobility of students and for cooperation in higher education*
Published for the Commission of the European Communities, Task Force Human resources, education, training and youth
by ERASMUS Bureau
(22 x 11 - leaflet)

- *ERASMUS - Guidelines for Applicants: Financial support for cooperation and mobility in higher education in the European Community (Academic Year 1990/91)*
Published for the Commission of the European Communities, Task Force Human resources, education, training and youth
by ERASMUS Bureau
(30 x 21 cm, 14 p., includes two application forms — 4 p., 12 p.)

- *ERASMUS Directory of programmes/Répertoire des programmes: 1988/89* (in English only)
Published for the Commission of the European Communities, Task Force Human resources, education, training and youth
Luxembourg: Office for Official Publications of the European Communities, 1989
(21 x 15 cm, 1326 p.)
Price: 27.50 ECU

- *ERASMUS Newsletter*
Published for the Commission of the European Communities, Task Force Human resources, education, training and youth
by ERASMUS Bureau
(30 x 21 cm)
Price per single copy: 3.90 ECU Annual subscription: 9 ECU (3 issues per year)

- *NARIC - The European Community Network of National Academic Recognition Information Centres*
Published for the Commission of the European Communities, Directorate-General for Employment, Social Affairs and Education
by ERASMUS Bureau
(21 x 10 cm, 16 p.)

- *Academic recognition of higher education entrance, intermediate and final qualifications in the European Community: Multilateral and bilateral conventions, unilateral decisions / Network of the National Academic Recognition Information Centres (NARIC) in the Member States of the European Community*
Published for the Commission of the European Communities, Task Force Human resources, education, training and youth
by ERASMUS Bureau
(30 x 21 cm, 70 p.)
Available in: EN, FR. In preparation: DA, DE, ES, GR, IT, NL, PT

- *ECTS - European Community Course Credit Transfer System*
Published for the Commission of the European Communities, Task Force Human resources, education, training and youth
by ERASMUS Bureau
(21 x 11 cm - leaflet)

- *European Community Course Credit Transfer System: Presentation of the ECTS Pilot Scheme*
Published for the Commission of the European Communities, Directorate-General for Employment, Social Affairs and Education
by ERASMUS Bureau
(21 x 15 cm, 29 p.)

- *The joint study programmes handbook: An overview of all projects supported within the framework of the 'Joint Study Programme Scheme' of the Commission of the European Communities, 1976-1986* (in English only)
Published by the ERASMUS Bureau on behalf of Task Force Human resources, education, training and youth of the Commission of the European Communities
Brussels, 1989
(21 x 15 cm, 698 p.)

ERASMUS, Education, and Europe: a perspective from the Parliament

The Chairman of the European Parliament's Committee on Youth, Culture, Education, Information and Sport is Roberto Barzanti (Italy). A former student of contemporary Italian literature and history at the University of Pisa, writer, Mayor of Siena from 1969-75, and subsequently member of the regional government of Tuscany, he was elected to the Parliament for the first time in 1984, and appointed to chair the Committee following the latest elections in June 1989. Corinne Ménage of the Commission of the European Communities (Task Force: Human Resources, Education, Training and Youth), Alan Smith, Director of the ERASMUS Bureau, Brian Frost-Smith and Philip Clist of the Bureau's Information Department interviewed him on October 18th specially for this issue of the *ERASMUS Newsletter*.

ERASMUS: What does the European Parliament regard as being the main priorities for EC Policy in the field of education and training, particularly in relation to the goal of the Single European Market of 1993?

RB: I feel that the position of ERASMUS, as recently formulated in relation to Article 128 of the Treaties by the European Court of Justice does much to illuminate this issue, in the sense that EC policy in this area may now be regarded as a **common policy** for vocational training, under which initiatives like ERASMUS and COMETT can be viewed in a more general perspective. One crucial element in this overall policy is the mutual recognition of qualifications, in which the Parliament has been most active both before and since the 'General Directive' published in December 1988. We are increasingly aware that ERASMUS is not just a mobility programme, but has a political 'soul' to it, namely the creation of a European dimension to study leading to the mutual recognition of study periods at universities throughout the Community. Hopefully, it thus won't be long before students begin with a year at, say, Siena, before continuing with a year at Oxford, and another at Coimbra or Salamanca, after which they return to Siena again — rather as already envisaged under ECTS. In short, the European dimension will be diversified, but unified too through a truly European university milieu and culture. Let us hope that the future budgetary provision for ERASMUS — and indeed the other education and training programmes — will do justice to this conception of EC education policy.

ERASMUS: More concretely, what do you think of the Commission's proposals for Phase Two of ERASMUS?

RB: Broadly speaking, our Committee are entirely in agreement with them, aside from a few very minor proposed amendments unlikely to affect their basic substance. We shall also be arguing, as

you know, for an increase in the Phase Two budget of the order of ECU 14 million for 1990-91 which we hope will gain approval. One other comment is that, if possible, the Parliament, in its enthusiastic support of ERASMUS, should be more precisely and regularly informed about the Programme, and more involved in its development.

ERASMUS: How do you react to the Commission's ambitious and now very widely quoted target of 10% student mobility by 1992?

RB: I think we should do everything possible to achieve it or, at least, failing that, to achieve the 50,000 'mobile' ERASMUS students by 1992 as advocated a few days ago in Bologna by President Mitterrand of France. The 20,000-25,000 students expected to get ERASMUS grants in 1989-90 give us ground for optimism in this respect.

ERASMUS: ERASMUS is surely to be considered as a Programme for the whole Community. As someone who has been exceptionally active in regional and city politics, do you think that the Programme can offer significant support to the different regions of the EC?

RB: This is very important. Any programme designed to enhance mobility, like ERASMUS, must take into account the need for reasonably balanced movement, which in the EC context means efficient coordination of Member State policies. Such coordination is particularly desirable since one problem especially affecting the least developed regions is that of an appropriate institutional infrastructure to encourage mobility. Perhaps there is something to be learned here from another very interesting recent statement of President Mitterrand proposing the designation of one or more major 'European' university centres in each Member State, which might partly serve as the focal point. In any event, we need a properly adapted infrastructure within the cooperation programmes. A similar idea is that of creating ERASMUS colleges, like one soon to be considered possibly in Siena, which might become centres for student integration and thus a spur to the further development of student exchange within the Community. All such proposals will entail a fight for the necessary funding, however, whether for the development of the infrastructure required, or — no less important — for bigger ERASMUS student grants wherever appropriate. Only then will students be able to benefit fully from the tremend-





ous opportunities which ERASMUS can offer.

ERASMUS: Your remarks certainly remind me of one twin concern constantly confronting our ERASMUS 'team': first, that there should be no elitism or social selectivity within ERASMUS, whereby the more affluent students have greater chances of benefiting from mobility; secondly, the need to encourage Member States to support ERASMUS further, over and above the Community funding which the Programme receives.

RB: I am sure this is true. And once again — the case cannot be overstated — this implies the need, in many instances, to find the budgetary resources for much bigger ERASMUS student grants than the sums currently on offer. We are similarly concerned about the financial support to universities (for ICPs) which, again because of the present budgetary constraints, too often falls well below the amount specified in the Council decision as the maximum available. As we were inferring a moment ago, this hits universities in lesser developed regions particularly hard, since they are left without the means to contribute to the balanced European network we all want to see.

ERASMUS: So, for you, ERASMUS still has not achieved its full potential?

RB: Probably not. But I have every confidence in the extraordinary hearing it has gained in the mass media as a remarkable factor in its favour. Just look at the attention it has attracted in my own country alone, with a planned regular feature in *Corriere della Sera*, not to mention articles in the monthly *Campus*, *La Repubblica* and so forth. Time and again, whole pages are devoted to ERASMUS, including reports on the individual ICPs, amply demonstrating, as I see it, just how much it has caught the imagi-

▲ *Mr Roberto Barzanti, President of the Committee on Youth, Culture, Education, Information and Sport.*

nation of the public. Under these circumstances, I see no other way than forward.

ERASMUS: A major problem in achieving balanced participation in ERASMUS across the regions and the Member States is that of ensuring that students moving between them have an adequate command of the necessary languages. The LINGUA Programme is a first major response to this. What are the Parliament's views on LINGUA and the language learning dilemma more generally?

RB: The parliamentary committee I am chairing will back LINGUA to the hilt. We are also determined that a very close link should be rapidly forged between LINGUA and ERASMUS and, indeed, all other EC programmes as appropriate. We are further appreciative of the fact that the Commission's proposals for Phase Two of ERASMUS have been so explicit about providing funding, where necessary, for prior training in foreign languages for students going abroad. As to the desirable breadth of competence in languages, I believe two languages in addition to the mother tongue a challenging but entirely worthwhile aim, for linguistic 'hegemony', based perhaps on use of English or French alone, is inappropriate. Our conception of multilingualism should accommodate, if possible, all languages native to the Community which are spoken in it today. Neither should we lose sight of the notion of languages as a means of daily living communication, rather than as school or university subjects. They should be thought of in terms of conserving a crucially important heritage of expression and of culture, and inculcating this attitude will in itself be a major educational challenge.

ERASMUS: Summing up, then: what should the Community represent in your view for young people, especially after 1992? What do you think, for example, that January 1st 1993 means — or should mean — to the young people in your Siena constituency?

RB: I think above all that the European Community should, as far as possible, be about giving people the same chances in life, a common future. This, in turn, means studying together to develop a common culture, contact, and experience without sacrificing our pluralistic identity. Indeed, the word 'universitas' in Latin is an entirely apt expression of this. Universities originated not merely as places of study, but as institutions with a common ethic and way of life. Developing this sense of an academic community in the modern EC context implies, over and above any economic considerations, the creation of a political Community strongly rooted in its cultural heritage. Young people will, I hope, increasingly sense the prime importance of this message.

The message itself of course is not the exclusive property of the EC, and we should always keep in mind the possible scope for extending the ERASMUS model in some way, perhaps towards the EFTA countries or elsewhere. I found the speech yesterday, at Bruges, by Jacques Delors, a most helpful reference point in this respect when he spoke not only of the Community as such, but the historical and other dimensions of Europe. Yet the Europe of the Twelve has taken aboard a number of specific tasks for which it alone can be responsible. It is thus important that, however much we think beyond it, we should not let a mist of good intentions cloud our perception of our own more modest, but very real and immediate, programmes and priorities. ■

▼ *One of the European Parliament premises in Brussels*



The Joys and Pleasures of ERASMUS

by
Brendan O'DEA,
Deputy Secretary,
The Higher Education Authority, Ireland.



The Irish National Grant Awarding Authority (NGAA) was set up under the aegis of the Higher Education Authority (HEA) in Ireland, in early 1988. Immediately, the HEA Chief Executive grasped the chance to volunteer me to operate the new body as an 'added extra' — a minor chore!

A committee of six was set up to oversee the NGAA — the two national representatives on the ERASMUS Advisory Committee, our representative on the EC Education Committee, the Chairman and Chief Executive of the HEA and myself. I had earlier been appointed as a 'reserve member' of the ERASMUS Advisory Committee. Our Committee met a few times in early 1988, and also met university and other higher education institution representatives interested in ERASMUS, heard their views on the Programme and how it might best be run. It then decided on its *modus operandi* and left me to it. The Committee now meets once a year to consider and approve the student mobility grant allocations.

Our top priority was to dampen down misplaced expectations as to the size of ERASMUS student grants, which had arisen in 1987-88, the first year of the Programme, and to get across the realities of the situation to universities, higher education institutions and students alike. We had to put aside the official guidelines and set a grant maximum of ECU 1500, a minimum of ECU 250, and make it abundantly clear to all that many eligible students would receive no grant. It was thus amusing to be asked at NGAA meetings in Brussels what we were doing in Ireland to *promote* ERASMUS. It was not so amusing to hear the grant amounts in other Member States. Our second priority was to convince the Commission and the ERASMUS Bureau of the inequity of our situation — we received any amount of

understanding and even more sympathy!.

As the year proceeded, we set up an ERASMUS network with a designated officer in each institution, a system which works very well. With only about 40 institutions all within easy telephone reach, we are managing to keep bureaucracy at bay and relying greatly on mutual trust.

We were satisfied with our anticipation in deciding against grants for 'free movers'. I chuckled at the NGAA meeting when listening to the woes of colleagues with their 'free movers'. I should have known it couldn't last. While I was in Brussels, a well-intentioned Irish Member of the European Parliament wrote to the national newspapers setting out, at length, the wonderful 'goodies' available to all ERASMUS students, with special emphasis on the advantages for 'free movers'!

Then the storm broke. I was pinned down for weeks with parent and student enquirers throughout Ireland seeking application forms and information on 'free movers'. I did try to limit the damage in a subsequent letter to the newspapers but the damage was done. Fortunately, operation ERASMUS is now back on course with one or two queries a day.

NGAA work is a time-consuming but most satisfying involvement. However, in most institutions, 'Operation Europe' is not yet fully organised or streamlined. Much of the work which is not just incidental,

including arrangements for both ingoing and outgoing students, is taken on by individual academics with very little support. Meanwhile, the regular NGAA meetings provide for personal contact with the Bureau and our colleagues from the Member States, all of whom are a pleasure to work with as we resolve problems and exchange ideas. It is generally accepted that ERASMUS is a great success — long may this continue. 'Maintenance of the aim' is also vital — the aim must be **student mobility**. ■

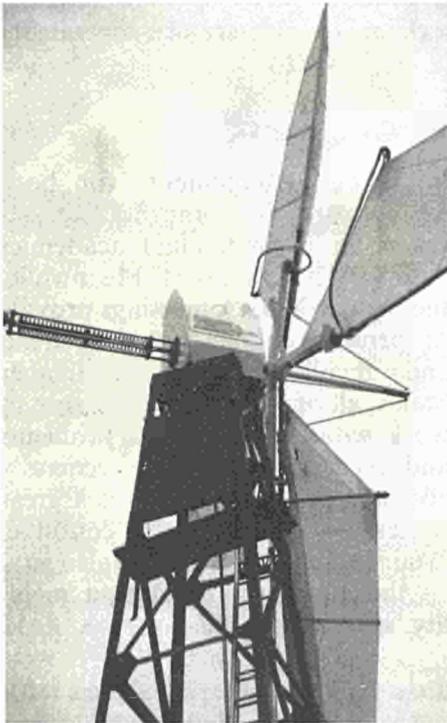
NGAA Staff Changes

Mr. Félix Haering (Spain) has left to take up a post as Education Attaché in Washington D.C. He is replaced by **Mr. José García García**. The NGAA duties of Mr. Jon Hagen (Netherlands) are taken over by **Mr. Marcel Oomen**. Mr. Peter Meier (Denmark) leaves to join the Nordic Council of Ministers, Copenhagen, and is replaced by **Mr. Lars Kirdan**. Mr. Jacques Pertek (France) has been appointed to an academic post at the European Institute of Public Administration, Maastricht. His replacement is **Mr. Yves Saint-Geours**. The mandate of Mr. Georgios Christou (Greece) has expired. The new Council of IKY has been appointed. **Ms. Mirto Dragona** is its new President (and thus the person now responsible for the NGAA).

To those who are relinquishing their NGAA duties, the Commission and the ERASMUS Bureau extend their warmest thanks and best wishes for the future. Their replacements are wished every encouragement and good luck in their new responsibilities.

Getting Cooperation Off the Ground

You are on the staff of a university or other higher education institution and broadly familiar with the opportunities offered by ERASMUS. You may want to develop an ICP, but lack the contacts and starting strategy for an exchange in your area of specialization. Alternatively, you may wish to teach abroad in the EC without sacrificing responsibilities to your home institution for too long. In either case, an ERASMUS visit grant may be the ideal ingredient for your purposes, as we show here.



*'Off the ground'... and into the wind!
This prototype
wind generator
is for pumping
water from deep wells
for crop irrigation
in Crete.*

Participants unanimously welcomed this opportunity to make direct personal contact with each other. Sending institutions need to trust the professionalism of receiving institutions in the supervision and help they give students. The meetings during the visit were invaluable in enabling this basic confidence to be established.

The visit also eased planning to cope with different patterns of courses and administration at the three institutions, at each of which the best time for students to go abroad seemed to be different. It was of further help in clarifying language preparation arrangements in the exchanges involving Cordoba. Both Bangor and Dublin agreed on the principle of a language course for the Spanish visitors just before the autumn term, with emphasis on scientific English and note-taking. For the U.K. and Irish students, part-time study of basic Spanish in the two terms before going abroad was felt appropriate, with a further month living in Spain prior to term starting, and a 4-6 week intensive course at ETSIA. However, all study visit participants agreed to consider letting students abroad take their exams in their native language if this was the only acceptable solution to linguistic problems.

Wind Energy Lecture Series in Greece

Thanks to an ERASMUS teaching visit grant, Dr. L. Freris, of the

University of London Imperial College of Science, Technology and Medicine, was recently able to take up an invitation to the University of Thessaloniki, Greece, to give a short series of lectures on wind energy systems.

Some 12 hours of lectures and discussion were attended by an audience of about 40. Topics included advantages, problems and economics of wind energy exploitation, control of systems, and the development of a wind turbine for water pumping in Crete.

Though lectures to the students were in English, the question and answer sessions which followed were in Greek to enable greater participation than might otherwise have been possible. The lectures were interspersed with video sessions, which proved very popular, on the design, assembly and operation of modern wind turbines and their use in wind parks.

Strong links with students and staff were forged as a result of the visit and discussions are continuing to examine the potential for further cooperation.

Applying for Visit Grants

Besides helping higher education staff to launch ICPs and go on short teaching periods abroad, applications for visit grants are also invited from staff wishing to improve course content in collaboration with colleagues in other EC countries, or find out more about higher education in Member States. Full details on how to apply are available on request from: ERASMUS Bureau, 15 rue d'Arlon, B-1040 Bruxelles, Belgium. Tel.: (32) (2) 233.01.11. Fax: (32) (2) 233.01.50. ■

Sowing the Seeds of a Future ICP

In December 1988, Dr. J.M. Cherrett of the school of biological sciences at the University College of North Wales (UCNW), Bangor (U.K.) used an ERASMUS study visit grant to bring together colleagues from University College Dublin (UCD), Ireland, and the Escuela Technica Superior de Ingenieros Agronomicos (ETSIA), Córdoba, Spain. The main outcome was an agreement to develop a 3-way reciprocal exchange of students in an ICP giving them a broader perspective on agricultural or rural development problems in the EC. It was also decided to hold intensive teaching programmes at each institution in turn, on topics like agroforestry, and conservation. The visit additionally enabled a survey of technical facilities for teaching at both Bangor and Dublin.

DIARY

The following events are likely to be of interest to many of our readers:

Founding Conference of the European Association of International Education Administrators.

University of Amsterdam, December 7-9, 1989.

Theme: *International Relations of European Higher Education.*

Further information: Secretariat EAIEA Conference, c/o Office for Foreign Relations, University of Amsterdam, Spui 21, 1012 WX Amsterdam, Netherlands Tel: (31)(20) 525.2485/2373.

First Student Forum organised at the initiative of CUPAV (Centro Universitário Padre António Vieira).

Feira das Indústrias de Lisboa (FIL), Lisbon, December 12-16, 1989.

Theme: *Jobs: what courses in the future?*

Further Information: Dr. Rui Marques, Organising Committee of CUPAV, Estrada da Torre 26, 1700 Lisbon, Portugal. Tel: (351) (1) 759.96.15, or (351) (1) 759.05.16.

Euromanagers '89 Forum Congress.

Palais des Congrès, Brussels, Brussels, December 14-15, 1989.

Further information: Euromanagers '89, Avenue Winston Churchill, 79 Bte 7, B-1180 Brussels. Tel: (32)(2) 520.81.88.

1990 European Student Fair.

Centre Rogier, Brussels, February 14-18, 1990.

Theme: The Fair will include a Meeting-Forum on Student Mobility in Europe.

Further information: Groupe Co-Media, 86 rue de la Caserne, 1000 Brussels, Belgium. Tel: (32) (2) 537.37.08.

Conference on Languages for Europe.

Ruhr-Universität Bochum, March 26-28, 1990.

Further information: Prof. Dr. Dieter Wolff, Bergische Universität Gesamthochschule Wuppertal, Gauss-Strasse 20, Postfach 100127, 5600 Wuppertal 1, Federal Republic of Germany. Tel: (49)(202) 439-1.

The Sixteenth Congress of the International Society for Intercultural Education, Training and Research.

Kilkenny, Ireland, April 7-12, 1990

Theme: *Changing Intercultural Partnerships: The Four Worlds and the New Europe.*

Further Information: SIETAR XVI Organising Office: Newpark Mews, Castlecomer Road, Kilkenny, Ireland. Tel: (353) (56) 61499.



French President François Mitterrand meets officials of the Task Force (Human Resources, Education, Training and Youth) of the Commission of the European Communities, on the EC Task Force exhibition stand at the highly successful European Vocational Training Week (September 12-15, 1989) at the Cité des Sciences et de l'Industrie at La Villette (Paris). Around 900 training experts, senior officials and company directors are estimated to have attended the week's events which included two major meetings, the 'Entretiens Condorcet' and 'L'Europe des Compétences'. The week was organised at the initiative of the Commission of the European Communities and the French Secretary of State for Vocational Training.

ERASMUS Advisory Committee Member gives keynote Patras Speech

The ERASMUS Bureau has received the full text of a speech given by Dr. M. Eginitou, Permanent Member of the ERASMUS Advisory Committee, at the International Conference 'Tertiary Education in Europe and the Greek Case', organised by the Technological and Educational Institute (TEI) of Patras on September 18-20, 1989. Copies of the speech which reviews aspects of Greek participation in ERASMUS in Phase One of the Programme, are available from: ERASMUS Bureau, 15 rue d'Arton, B-1040 Brussels, Belgium. Tel: (32) (2) 233.01.11. ■

ERASMUS Advisory Committee meets in Würzburg

The ERASMUS Advisory Committee met in Würzburg (Federal Republic of Germany) from October 8-10, at the invitation of Professor Theodor Berchem, President of the University of Würzburg and Member of the Committee. The meeting mainly considered appropriate evaluation measures for ERASMUS on the basis of experience so far. Given the success of the Programme and the increasingly significant budgetary sums earmarked for it, the introduction of such measures has very high priority in the attempt to determine which policy objectives are being met. This is especially important for the development and consolidation of ERASMUS in the future. We shall report further on the Würzburg meeting in the next *ERASMUS Newsletter*. ■

Action Jean Monnet

At the initiative of Mr. Jean Dondelinger (Member of the Commission), the Commission of the European Communities is launching an information initiative known as the Action Jean Monnet to promote the teaching of European integration within universities. The move answers a request from European universities keen to get Commission financial support for integrating this specific subject in their curricula. This means courses on Community law in law curricula, on Community economic developments in economics and politics faculties, and on the path to European construction in the study of history.

The acceleration of European integration with an eye to 1992 has sharpened the need for general knowledge of Community affairs. Action Jean Monnet will thus support the creation of 'European chairs', each corresponding to a teaching post for compulsory undergraduate courses and management of research in the areas cited above. Money will only cover costs of introducing the posts concerned, but sums will be available for introducing the European dimension into more intensive short courses (six months maximum) and encouraging certain kinds of similarly slanted post-doctoral research.

For more information on Action Jean Monnet, contact: Commission of the European Communities, Directorate-General X: Information, Communication and Culture, rue de la Loi 200, 1049 Brussels, Belgium. (Tel: 235.11.11). ■

An ERASMUS Grantholder in Göttingen

Eladio Saura Sánchez, in 1987 enrolled at the University of Alicante, was one of the first ERASMUS student grantholders. His study abroad, at the University of Göttingen, inspired an impressive 107-page report with over 300 slides, which he sent to us in Brussels, and which discussed different aspects of studies in medicine and surgery in the Federal Republic of Germany. Here, however, Mr. Saura Sánchez comments briefly on the more general value of his experience abroad.

Many European students are still not familiar with ERASMUS. Some have simply 'heard of it', while others see it as an economic or political project and are not aware of its real function and meaning. For me, however, ERASMUS was a unique opportunity during my university education, a dream come true at a stage of my life that I will always remember with pride and affection.

Through the Department of Surgery at the Faculty of Medicine of the University of Alicante (Spain), I and several fellow students were able, during our sixth year, to take part in the ERASMUS 'adventure'. We thus completed part of our studies in the Universities of Essen, Munich and Göttingen in the Federal Republic of Germany. My destination

was Göttingen, 'the little big city full of spirit and delight', half-way between Bonn and Berlin. The economic and cultural centre of Lower Saxony, it is also the home of the Georg August University, with its 30,000 students, and around 2000 academic staff.

My student exchange period in the Göttingen Faculty of Medicine was between September 1st 1987 and February 12th 1988 (Winter Semester). The theory and practical studies which I undertook during the 'second cycle' of medical training not only covered the educational aims laid down by my home university faculty, but also gave me the chance to learn a special working method.

In my view, ERASMUS can make a unique contribution to a student's development, both academic and human. Until now, there have been very few opportunities for students to work on specific sections of their course at another European University. Numerous social and administrative problems (like financing or academic recognition of studies abroad) have blocked the way to achieving the broader horizons which can help to enrich society both academically and in personal terms.

Personally, I feel I have benefited from having completed a study period in the German University. I had the chance to experience a culture different from my own, without allowing this to interfere with the normal course of my studies and the corresponding assessment undertaken by my 'home' University. ■

ERASMUS Student Survey 1989

A representative sample of ERASMUS students are soon to be questioned about their period of study in another Member State, especially as regards enhancement of competence in foreign languages, academic achievement, and learning methods and patterns. Given problems concerning the reception of students, and in particular their accommodation, this matter too will be an important part of the survey.

The survey — a key contribution to the drive to develop appropriate measures for monitoring and evaluating ERASMUS — centrally underlines the need for regular feedback from universities and students, on the impact of study abroad. It is to be undertaken by the Wissenschaftliches Zentrum für Berufs- und Hochschulforschung at the Gesamthochschule Kassel (Federal Republic of Germany) under the direction of Professor Ulrich Teichler. ■

Contact Corner

Humbeside College of Higher Education, School of Art and Design, U.K., is looking for EC partners for student and staff exchanges. The School runs two undergraduate courses, one in fine art and one in graphic design, for some 240 students in all. From September 1990, there will be a degree in documentary communication (photography, video and radio) stressing the European dimension.

Contact: J. Booth, Principal Lecturer, Humbeside College of Higher Education, Queens Gardens, Hull HU1 3DH, U.K. Tel: (44) (482) 224121.

Modern anaesthetic equipment ►
at Göttingen.



Acknowledgements

Aside from those named in the introduction to articles, we are also grateful to the following for supplying material (including photographs) for the content of this issue of the ERASMUS Newsletter: Dr. J. Leslie, University of Bristol; Marie-Ange Cammarota, Ecole nationale des Ponts et Chaussées, Paris; Jan Beesley, University of Sheffield; Mr. J.-P. Boivin and Professor A. Cordier, Université de Paris XI; Dr. H. Sutcliffe and Dr. G.H. Tomlinson, University of Salford; Dr. R. Adamson, University of Dundee; Professor M. Barni, Scuola di Lingua e Cultura Italiana per Stranieri — Siena; Philip Clist, ERASMUS Bureau; Dr. J.M. Cherrett, University College of North Wales, Bangor; Dr. L. Freris and Dr. B.J. Cory, Imperial College of Science, Technology and Medicine, University of London.

FRANCE

Introduction of complementary aid to grants awarded in the context of the ERASMUS programme

(Circular No 89-315 of 16 October 1989)

Text addressed to rectors, grant-awarding bodies in higher education, the heads of institutions under the administrative and financial supervision of the Ministry of National Education, Youth and Sports, to the Director of the CNOUS (for his information) and to the prefects of the region (for their information)

At the time of the French presidency of the European Community during the second half of 1989, and in view of the success of the Community's ERASMUS Programme at French institutions of higher education, I have decided to introduce, for the academic year 1989-1990, aid that is complementary to the grants awarded within the framework of this programme. This aid is intended to ensure better cover of transport costs and the expenses of living abroad for French students about to follow a course of study at an institution of higher education in one of the other Member States of the Community.

Credit amounting to 10 million francs is earmarked for this purpose for 1989-1990. This complementary aid will be divided up in proportion to the sums received by each of the French institutions included by the Community in the framework of the interuniversity cooperation programmes (ICPs) where the agreement reached between the institution and the CNOUS, the French ERASMUS agency for the awarding of Community grants, is approved.

This measure will be introduced in the following manner.:

- 1) The complementary aid will be limited to those institutions of higher education under the administrative and financial supervision of the Ministry of National Education, Youth and Sports. Institutions not supervised by this Ministry will not be eligible for this additional aid, even if they are included in the ERASMUS programme.
- 2) These allowances will be treated as travel grants by the administrative bodies of the institutions of higher education and will consequently be placed at the disposal of the rectors of the institutions in two instalments. The first, during the trimester from October to December 1989, will comprise a third of the complementary aid, which will be paid to institutions as and when the contracts, signed and approved by the CNOUS, are returned to my department. The second instalment will cover the other two thirds of the complementary aid and will be made available at the beginning of the calendar year 1990 ⁽¹⁾.
- 3) As with ERASMUS grants, it will be incumbent upon the receiving institution to divide the complementary aid up between the students involved, taking into account, as far as possible, the social situation of those concerned.

Could you please inform me immediately of any difficulties that might arise from this measure.

For the Minister and by procuration
The Director of Higher Education,

F. METRAS

⁽¹⁾ A separate notice will be sent concerning the grants allocated to each institution.

Venta y suscripciones · Salg og abonnement · Verkauf und Abonnement · Πωλήσεις και συνδρομές
Sales and subscriptions · Vente et abonnements · Vendita e abbonamenti
Verkoop en abonnementen · Venda e assinaturas

BELGIQUE / BELGIË

Moniteur belge / Belgisch Staatsblad

42, Rue de Louvan / Leuvenseweg 42
 1000 Bruxelles / 1000 Brussel
 Tél. 5 12 00 26
 Télécopieur: 5 11 01 84
 CCP / Postrekening 000-2005502-27

Sous-dépôts / Agentschappen:

Librairie européenne / Europese Bookhandel

Avenue Albert Jonnart 50 / Albert Jonnartlaan 50
 1200 Bruxelles / 1200 Brussel
 Tél. 734 02 81
 Télécopieur: 735 08 60

Jean De Lannoy

Avenue du Roi 202 / Koningslaan 202
 1060 Bruxelles / 1060 Brussel
 Tél. (02) 538 5169
 Télex 63220 UNBOOK B

CREDOC

Rue de la Montagne 34 / Bergstraat 34
 Bte 11 / Bus 11
 1000 Bruxelles / 1000 Brussel

DANMARK

J. H. Schultz Information A/S

EF-Publikationer

Ottiliavej 18
 2500 Valby
 Tlf: 36 44 22 66
 Telefax: 36 44 01 41
 Girokonto 6 00 08 86

BR DEUTSCHLAND

Bundesanzeiger Verlag

Breite Straße
 Postfach 10 80 06
 5000 Köln 1
 Tel. (02 21) 20 29-0
 Fernschreiber:
 ANZEIGER BONN 8 882 595
 Telefax: 20 29 278

GREECE

G. C. Eleftheroudakis SA

International Bookstore
 4 Nikis Street
 105 63 Athens
 Tel.: 3226-323
 Telex: 219410 ELEF
 Telefax: 3254 889

Sub-agent for Northern Greece:

Molho's Bookstore

The Business Bookshop
 10 Tsimiski Street
 Thessaloniki
 Tel. 275 271
 Telex 412885 LIMO

ESPAÑA

Boletín Oficial del Estado

Trafalgar 27
 E-28010 Madrid
 Tel. (91) 446 60 00

Mundi-Prensa Libros, S.A.

Castelló 37
 E-28001 Madrid
 Tel. (91) 431 33 99 (Libros)
 431 32 22 (Suscripciones)
 435 36 37 (Dirección)
 Telex 49370-MPLI-E
 Telefax: (91) 275 39 98

FRANCE

Journal officiel
Service des publications
des Communautés européennes

26, rue Desaix
 75727 Paris Cedex 15
 Tél. (1) 40 58 75 00
 Télécopieur: (1) 4058 7574

IRELAND

Government Publications Sales Office

Sun Alliance House
 Molesworth Street
 Dublin 2
 Tel. 71 03 09

or by post

Government Stationery Office

EEC Section

6th floor
 Bishop Street
 Dublin 8
 Tel. 78 16 66

ITALIA

Licosa Spa

Via Benedetto Fortini, 120/10
 Casella postale 552
 50 125 Firenze
 Tel. 64 54 15
 Telefax: 64 12 57
 Telex 570466 LICOSA I
 CCP 343 509

Subagenti:

Libreria scientifica Lucio de Biasio - AEIOU

Via Meravigli, 16
 20 123 Milano
 Tel. 80 76 79

Herder Editrice e Libreria

Piazza Montecitorio, 117-120
 00 186 Roma
 Tel. 67 94 628/67 95 304

Libreria giuridica

Via 12 Ottobre, 172/R
 16 121 Genova
 Tel. 59 56 93

GRAND-DUCHÉ DE LUXEMBOURG

Abonnements seulement
 Subscriptions only
 Nur für Abonnements

Messageries Paul Kraus

11, rue Christophe Plantin
 L-2339 Luxembourg
 Tél. 48 21 31
 Télex 2515
 CCP 49242-63

NEDERLAND

SDU uitgeverij

Christoffel Plantijnstraat 2
 Postbus 20014
 2500 EA 's-Gravenhage
 Tel. (070) 78 98 80 (bestellingen)
 Telefax: (070) 476351

PORTUGAL

Imprensa Nacional

Casa da Moeda, E.P.
 Rua D. Francisco Manuel de Melo, 5
 1092 Lisboa Codex
 Tel. 69 34 14

Distribuidora Livros Bertrand Lda.

Grupo Bertrand, SARL
 Rua das Terras dos Vales, 4-A
 Apart. 37
 2700 Amadora Codex
 Tel. 493 90 50 - 494 87 88
 Telex 15798 BERDIS

UNITED KINGDOM

HMSO Books (PC 16)

HMSO Publications Centre
 51 Nine Elms Lane
 London SW8 5DR
 Tel. (01) 873 9090
 Fax: GP3 873 8463

Sub-agent:

Alan Armstrong Ltd

2 Arkwright Road
 Reading, Berks RG2 0SQ
 Tel. (0734) 75 17 71
 Telex 849937 AAALTD G
 Fax: (0734) 755164

SUISSE

OSEC

Stampfenbachstraße 85
 CH-8035 Zürich
 Tél. (01) 365 51 51
 Fax: (01) 365 52 21

ÖSTERREICH

Manz'sche Verlagsbuchhandlung

Kohlmarkt 16
 1014 Wien
 Tel. (0222) 531 61-0
 Telex 11 25 00 BOX A
 Telefax: (0222) 531 61-81

TÜRKIYE

Dünya süper veb ofset A.Ş.

Narlibahçe Sokak No. 15
 Cağaloğlu
 Istanbul
 Tel. 512 01 90
 Telex: 23822 dsvo-tr.

UNITED STATES OF AMERICA

UNIPUB

4661-F Assembly Drive
 Lanham, MD 20706-4391
 toll free (800) 274-4888
 Fax. (301) 459-0056
 Télex 7108260418

CANADA

Renouf Publishing Co., Ltd

61 Sparks Street
 Ottawa
 Ontario K1P 5R1
 Tel. Toll Free 1 (800) 267 4164
 Ottawa Region (613) 238 8985-6
 Telex 053-4936

JAPAN

Kinokuniya Company Ltd

17-7 Shinjuku 3-Chome
 Shiniuku-ku
 Tokyo 160-91
 Tel. (03) 354 0131

Journal Department

PO Box 55 Chitose
 Tokyo 156
 Tel. (03) 439 0124

AUTRES PAYS
OTHER COUNTRIES
ANDERE LÄNDER

Office des publications officielles
des Communautés européennes

2, rue Mercier
 L-2985 Luxembourg
 Tél. 49 92 81
 Télex PUBOF LU 1324 b
 CC bancaire BIL 8-109/6003/700



ICP Directory 1988/89

The second edition of the *ERASMUS ICP Directory* is a comprehensive cross-referenced source of practical information about the expanding European University Network in 1988/89.

The ICPs are given in country sections by alphabetical order. Data in each ICP description include the fields of study covered, the types of cooperation financed, the participating institutions, the explanatory summary of the programme; the names of the coordinator or the programme directors at each institution.

The book also has handy indexes for identifying ICPs by field of study, participating Member States, and the type of cooperation supported, as well as by Member State and by institution; names, addresses and telephone numbers of ICP coordinators and directors are also given. Finally, there is an expanded statistical section, and explanatory notes for potential applicants for all forms of ERASMUS support.

The directory is on sale (ECU 27.50) from the Sales and Subscriptions branches of the EC Office for Official Publications (see inside back cover of the *Newsletter*).

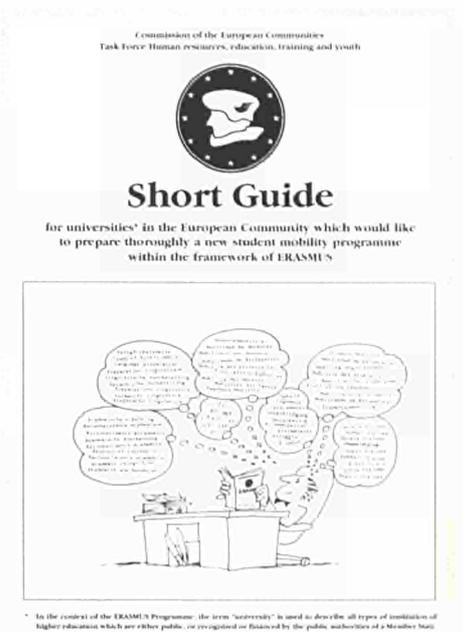
Short Guide

Experience with the implementation of the ERASMUS Programme to date has shown that good planning and preparation of inter-university cooperation and student mobility is the most important precondition for their long lasting success.

The Guide, which has been prepared by Guy Haug on behalf of the Task Force: Human Resources, Education, Training and Youth of the Commission of the European Communities, draws attention to the main aspects which, in the light of experience so far, should be taken into consideration by universities when setting up an inter-university cooperation programme for the first time.

It is intended for universities (rectors, presidents, faculty deans, heads of department, teaching staff administrators, etc.) preparing to negotiate a student mobility programme under ERASMUS with one or more universities in another Member State of the European Community.

Included is a list of useful suggestions for the negotiation and preparation phase of a student mobility programme which are founded on the experience of numerous ERASMUS participants. Copies of the Guide are available free of charge from the ERASMUS Bureau.



Price (excluding VAT) in Luxembourg	ECU
Annual subscription	9
Price per single copy	3.90

OFFICE FOR OFFICIAL PUBLICATIONS
OF THE EUROPEAN COMMUNITIES
L — 2985 Luxembourg

ISSN 1012-9030

Editor responsible:
Mr. Alan Smith

ERASMUS Bureau
15, rue d'Arlon, 1040 Bruxelles.
☎ : (32) 2.233.01.11. Telex: 63528. Telefax: (32) 2.233.01.50

Issue No. 2/89