



French Education Minister, Lionel Jospin (seated left), takes the chair at the EC Council meeting on December 14th 1989 which gave the go-ahead to ERASMUS Phase Two (see the Editorial and pp. 8-9).

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EDITORIAL

For ERASMUS, 1989 was the year for a first searching look back followed, at the end of the year, by a decisive step forward. The looking back culminated in the publication by the Commission, in December, of its Report on the Experience Acquired in the Application of the ERASMUS Programme 1987-89 which, in line with the June 1987 ERASMUS Decision, had to be submitted to the Council and the European Parliament before 31st December: the step forward — also anticipated in the 1987 Decision — the adoption by the Council, on December 14th, of the Commission proposals to adapt the Programme for its Second Phase (1990-94). As expected, the content of these proposals was substantially shaped by the findings of the Report.

Of these, the first and most welcome is that ERASMUS has made considerable progress in achieving its initial aims. The European University Network is taking shape fast, with an improved balance in participation among Member States and subject areas, while the student mobility which the Network is intended, above all, to boost, is increasing spectacularly — 398 inter-university cooperation programmes (ICPs) and 3000 students exchanged in 1987-88, as against 1507 ICPs and as many as 28,000 'mobile' students expected in 1989-90.

The Report goes on to examine the more problematic aspects of ERASMUS underlying this broad success. Among them, the need for greater continuity in ICP funding and for more flexible use of the ERASMUS student grants budget have inspired two of the most important measures of the Phase Two Decision (see pages 8-9). Other key issues not mentioned in the Decision, like the ICP selection criteria and provision of accommodation for students abroad, will continue to be subject to action by the Commission as ERASMUS develops in the future. Yet the main misgiving of the Report remains the serious doubt, apparent from the outset, as to whether ERASMUS can properly satisfy the demand it is generating with the budgetary means currently available. Particularly encouraging, under these circumstances, have been the recent moves in some Member States, most notably Spain, France and Italy, to support ERASMUS by introducing grants at national level to supplement the ERASMUS student grants, as discussed in more detail on p. 14. Such measures are indeed fine examples of how ERASMUS has stimulated action in the Member States which can, in turn, contribute to its successful development.

If the Phase Two Decision is geared essentially to improving the operational mechanics of ERASMUS, the Council meeting was noteworthy too for its commitment to starting negotiations with a view to opening up the Programme to the EFTA Member States, provided however that this did not 'prejudice... a Community initiative... towards the countries of Eastern Europe in... education and training'. Since the meeting, the possible contours of such an initiative have become clearer with the adoption by the Commission, on January 24th 1990, of its proposals to the Council concerning TEMPUS, a proposed European mobility programme to be part of support to Poland and Hungary under the PHARE measures. Planned as a five-year cooperation-for-training package involving universities and industry in Poland and Hungary, and their counterparts in EC Member States, TEMPUS will draw on experience acquired in implementing ERASMUS and COMETT, adapting it however, in the first instance, to the specific needs of the two Eastern European countries.

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ICPs HANDLE PRACTICAL ISSUES

Besides offering students a period of recognized study abroad, many ERASMUS inter-university cooperation programmes (ICPs) are developing into small but significant international initiatives for harnessing university expertise to matters which concern the community at large. In the first four articles of this opening section, we look at a small sample focused on the environment, in architecture, in water management, and in oceanography, while the fourth is 'environmental' in a somewhat broader sense, in reviewing strategies for peace. A fifth report concerns a Franco-Greek ICP for the training of mathematics teachers. The third and fourth also provide our first illustrations of ERASMUS 'intensive' ICPs, which bring together university students and staff from different EC Member States for short periods of up to one month.

ICP Revitalizes Urban Development

Among ICPs with the most conspicuous public profile are those in architecture and urban planning which can help to shape the local landscape. One such involves the Politecnico (Polytechnic Institute) of Milan and the Technical University of Lisbon. Here, Professor Maurizio Vogliazzo, ICP Coordinator at the Politecnico, discusses the achievements of cooperation to date.

In 1988/89, our ICP involved teaching staff and fifth-year students. Six students from Lisbon visited the Milan Politecnico Faculty of Architecture, and ten from Milan went to the same Faculty of the Technical University of Lisbon (UTL). Working with their Lisbon counterparts, the Milan students dealt with a very real problem near the Chiado area destroyed by the 1988 Lisbon fire, a large, centrally located site in rua do Alecrim earmarked for the new head office of the Portuguese Architects' Association, and several public services premises. In Italy, the Milan and visiting Portuguese students tackled the equally pressing issue of the physical layout of the shores of the Mantova lakes.



Settling In

It is easy to arrive in Milan or Lisbon in January, but not that easy to settle down quickly in order to begin work immediately and get results. Milan thus decided to offer the visiting ERASMUS students free accommodation. With no suitable guest rooms available, an initial agreement was reached with the 'social services' (ISU) of the State University to house them, although later the Polytechnic ISU took over directly. The UTL has made corresponding arrangements for 1989-90, backed by support from the Gulbenkian Foundation thanks

to UTL colleagues Professors Tamen and Gusmao.

There have been no problems regarding the use of refectories, technical services, bookshops, libraries, and so on. During the autumn, language lessons were organized for students and staff in both cities. In Lisbon, the Italian Institute for Culture cooperated by helping ERASMUS staff from Milan settle in and assisting with various cultural needs. Language training was continued throughout the stay in both countries.

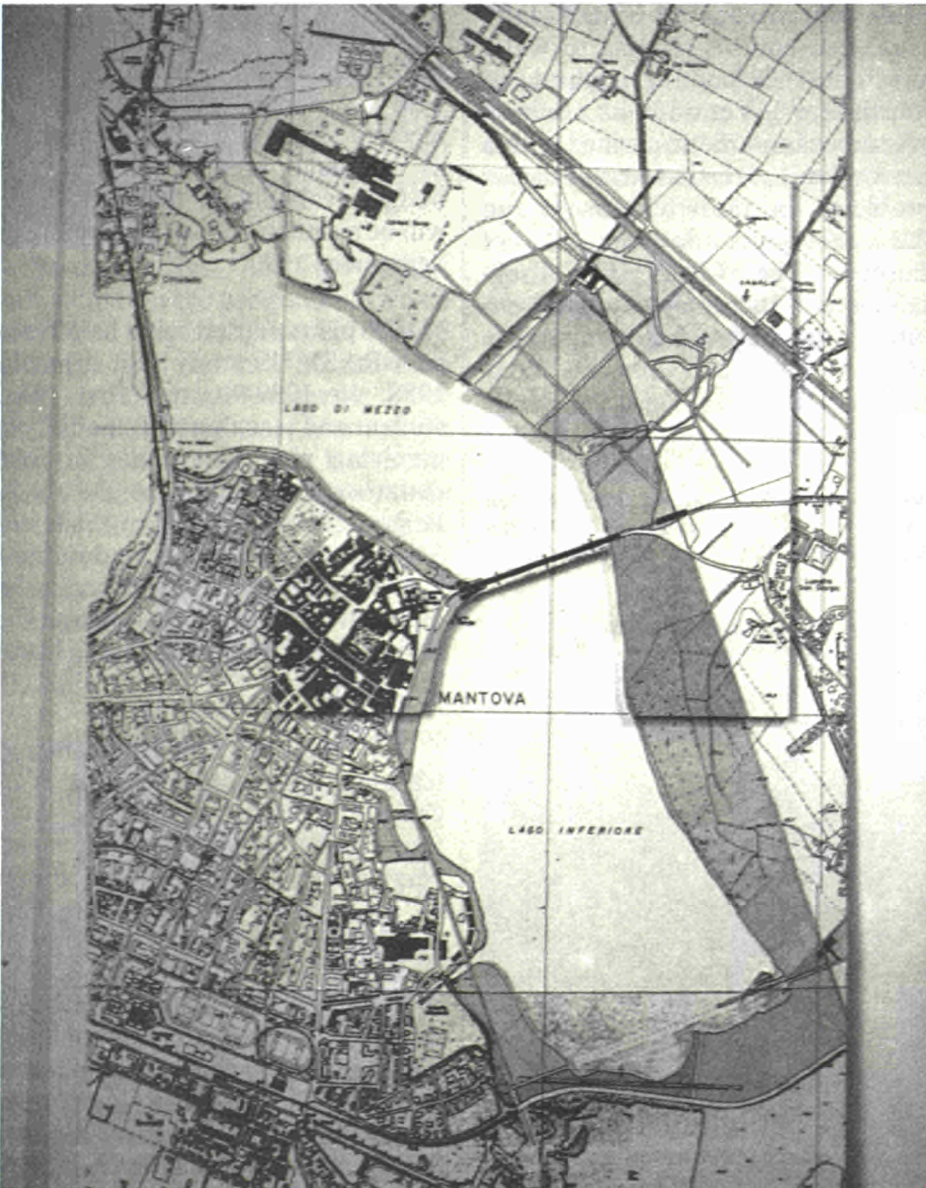
Course Activities

The Lisbon project was chosen because it brought the Italian students into contact with a very important cultural and professional reality in Portugal, while providing them with easy access to library and research facilities. Several of them are presenting the project as a topic for their final thesis to be discussed before a panel including the Portuguese staff members who monitored them abroad. As to the Mantova project, this was selected because, at the end of the teaching in Milan, the Portuguese students were offered the chance to attend, free, the international summer school for design organized annually in Mantova by the Politecnico. This meant an opportunity to work on project improvement under qualified tutorship and to take part in the International Exhibition of Architecture at the Mantova Palazzo Ducale in October 1989.

In addition to project development work, the students took courses to complete their curricular requirements. The coordination work of Lisbon Professor Francisco Silva Dias was particularly valuable in helping to cope with a slight difference between the two schools regarding the timing of course topics throughout the year. The final evaluation was made by the host faculty



Politecnico workshop activity, Milan.



Planning map of the Mantova Lakes.

according to routine procedures, with the students from Milan awarded marks in Lisbon and vice-versa, which were then reciprocally transferred to the official academic records of each student. Several preliminary actions and decisions also proved useful. For example, both Milan and Lisbon Faculty Boards annually bind all staff members to complete institutional recognition of ERASMUS teaching courses, including the results. Last but not least, the Politecnico architectural faculty is taking part, as an 'outer circle' participant, in ECTS. In the meantime, its ICP participation has almost tripled, standing at 12 in 1989/90. Following their ICP experience, fifth-year students Ricardo, Martino, Joana and Paolo, are all looking for ways to work together again, perhaps as qualified professionals in the not too distant future.

So much for the students. As far as the teaching staff were concerned, two Italian lecturers taught in Lisbon for long periods as planned, while two from Lisbon went to Milan. Timely programming of the exchanges and shrewd management of the staff meetings needed to develop the ICP gave rise to yet further opportunities. For example, staff had a comprehensive part to play in activities like course planning, revision and involvement in seminars. One consequence of this has been the development of joint teaching, in this case experimentally based on teaching applications on the computer. Another, indirect, consequence concerns the agreed development of doctoral programmes.

Milan teacher of design, Remo Dorigati, emphasizes how this ICP was probably the first to forge teaching links between the two distinct cultural milieu of Milan and Lisbon, which are both developing rapidly and in similar ways. Meanwhile, João Luis Carilho da Graça, teacher of design in Lisbon, has planned several intensive workshops, in addition to the ICP, which will be open to selected students, Lisbon and Milan staff, and an external staff member. The purpose is to introduce and test experimentally new ideas with a view to extending the ICP to other European schools in 1990/91. ■

Belgian Universities lead ICP in Hydrology

They include both Brussels 'Free' Universities (Dutch- and French-speaking respectively), the Universities at Ghent, Louvain-la-Neuve, and Liège, and the State Faculty of Agricultural Sciences at Gembloux. Coordinated from the Vrije Universiteit Brussel, the ICP is already developing an enterprising proposal for a double diploma. ICP Project Director Professor A. Van der Beken here reviews progress so far.

Hydrology, the science of the occurrence, movement and distribution of water, is a discipline which has always developed in two directions. First, in the classical basic sciences, where it was taught as part of geology and physical geography; secondly, as one of the engineering sciences, where it has a very utilitarian aim in civil and rural engineering: How much water is available? How can the disadvantages of excess or insufficient water be restricted? The step towards *water management* is then quickly taken. And of course water pollution adds to the problems.

This duality often acts as a hindrance in the teaching of the discipline. Some countries (including Belgium and the U.K.) have sought a solution in postgraduate education, while others, such as France, have developed courses relating to water as early as the second cycle (third and fourth years). Yet water as a subject of study cannot be restrained within narrow limits. It is the focus of crucial problems for the environment and the economic development of Europe. The ERASMUS Programme is thus a marvellous opportunity to give a new dimension to it in



the continuing advancement of European integration through education.

The 'double diploma' proposal was high on the agenda at a meeting in Brussels on September 15th 1989, with 21 participants from eight countries, including representatives from 12 potential new partner institutions. It was recommended that, as part of the 1990-1991 ICP application, this qualification be introduced at several universities as a double diploma of European studies in civil engineering with water as a specialization. The meeting also reviewed questions such as language preparation and the budget available for the ICP. There will be a similar follow-up meeting in September 1990.

ICP plans started with help from an ERASMUS study visit grant in 1988. In 1989-90, our first year, student and teaching staff mobility is involving nine universities in four countries. In addition to the six in Belgium, these are the Université des Sciences et Techniques du Languedoc, Montpellier (France); the Università di Perugia (Italy); and the Universidad Politecnica de Catalunya (Spain).

Our experience of ICP student and teaching staff mobility so far is of great importance, even though only four students and three staff members are as yet involved. In addition to the double diploma, our new application is aiming at mobility of greater numbers of students and staff, various intensive doctoral courses, and the establishment of joint postgraduate courses in Spain and Portugal. The European Community Course Credit Transfer System (ECTS) is also likely to be an important element in ensuring the smooth development of the ICP. ■

Participants at the Brussels meeting in September 1989. Seated (left to right): A. Van der Beken, J. Bogardi, J. Wessel, R. Verhoeven. Standing: A. Monjoie, J. Hipolito, A. Quinet, L. Ubertini, J. Ledieu, G.L. Vandewiele, J.A. Mawsley, R. Sellin, F. Siccardi, E. Cabrera, B. Hendriksen, H. Orth, J. Vandenabeele.



Intensive Programme in Oceanography

One form of ERASMUS ICP support is for the joint organisation of short intensive teaching programmes (a week to one month) bringing together both students and teaching staff from higher education institutions in different Member States, and often focusing on a specific theme not normally available at any one of the participating institutions alone. Professor A. Distèche of the European Institute for Advanced Studies in Oceanography at the State University of Liège, Belgium, describes here the intensive programme in oceanography which he coordinated, at Villefranche (France) in August/September 1989.

The main aim of this intensive programme was for specialists to present high-level courses on topical issues to a European audience of graduate oceanographers preparing for a doctorate. These advanced students formed a relatively homogeneous group who had cleared highly competitive selection hurdles within their national education systems. Their level of knowledge was comparable in that it corresponded to the international level of advancement reached within their area of specialization.

Besides Liège, the universities taking part in the programme, which mobilised the participation of over 60 students and around 20 teaching staff, included the Université Libre de Bruxelles (Belgium); Universiteit Aarhus (Denmark); the Université d'Aix-Marseille II, the Université de Paris VI, and the École normale supérieure (France); the Universität Hamburg (Federal Republic of Germany); and the Universities of East-Anglia, Southampton and Liverpool (U.K.).

Courses followed by discussion took up five to six hours a day. Subjects covered included hydrodynamical constraints on chemical and biological marine systems, sea surface properties and remote sensing. Many students reported positively on the courses, insisting also on the importance of the personal contacts established.

As a pilot experiment, the programme was a major success. The course corresponded to a deeply-felt need on the part of the students to know each other personally in an educational context. It was also an

opportunity to meet 18 leading European specialists in their field who, in turn, were stimulated by contact with the students. Publication of the courses will ensure that this work reaches an even larger audience.

Prospects for the Future

Preparation, at the Liège University Institute, of about ten courses on areas of interest in oceanography, most of them linked to large ongoing or planned European or international programmes, is in hand. Three more courses scheduled for 1990 will cover the themes of space oceanography (Dundee, U.K.), the structure and dynamics of Shelf Benthos (Galway, Ireland), and ecosystem modelling (La Beaume-les-Aix, France).



The organisation of training courses throughout Europe enables each country to show its potential and strength in the chosen field, while welcoming participants from several different countries. Last year's initiative is expected to pave the way for a European network of close cooperation between students and professors with a common academic background of an exceptional kind. In the longer term, it is to be hoped that it will also help harmonize teaching of oceanography in Europe, by developing a sense of coordination and cohesion in our joint endeavours. ■

The sunnier side of the sea — at Villefranche, France, where the ERASMUS intensive programme was held.



Demand for ERASMUS Up Again

ICP applications totals in each year of the initial phase of ERASMUS have been left far behind by the 2759 applications for 1990-91, the first year of ERASMUS Phase Two. This figure represents an increase of 24% on last year's total of 2221.

Two other trends emerging from the 1990-91 applications are an increase in the average number of participating institutions (3.2 to 3.8) in would-be ICPs, and an increase in the numbers of students participating in those involving student mobility of at least 64%.

It is not yet possible to announce an overall 1990-91 total of applications for Visit grants and for financial support under Action 4 of ERASMUS (grants to publications and university associations), as there is now no single deadline for these categories of grants. Applications may be made at any time provided this is at least six months before the start of the planned visit or project so, in the case of the 1990-91 academic year, candidates have until December 31st 1990 to submit proposals. The first applications total for Visit grants stands at 539, with an initial selection at the end of February. The Action 4 figure is moving towards 50, with first selection in April.

Moving towards a Safer Europe

An intensive programme on the supremely topical subject of peace and security in Europe was part of an ICP involving the Universities of Groningen (the



Netherlands), Leuven (Belgium), Oxford (U.K.), and Tübingen (the Federal Republic of Germany). The one-week programme took place in Tübingen in June 1989. It is described here by Dr. Thomas Nielebock (left) and Harald Beck of the Tübingen University Political Studies Institute.



Our programme included specially prepared lectures by distinguished academics on the subject of European security. Among the topics covered during the week were national approaches to freedom and security problems; their effects on the concept of more 'defensive' defence systems; arms control and disarmament in Europe; the NATO position on arms control; and changes in Soviet foreign policy under Gorbachev.

Dutch, German and U.K. students discussed the NATO debate concerning the modernisation of short-range missiles, in which different national

views were clearly described. Also examined were the collapse, in the Federal Republic, of the image of the Soviet Union as an enemy; Dutch, British, French and German policies on eastern Europe; human rights developments; and possible institutionalisation of the European Conference on Security and Cooperation. Informal group discussions followed the lectures which were supplemented with a generous supply of material for further reading.

The other part of the 1988-89 ICP was an exchange of lecturers, while its continuation in 1989-90 includes a small student exchange component. ■

Intensive Programme participants in front of the Tübingen University main building.





Training Teachers of Mathematics at Athens and Strasbourg

by
Professor Stylianos NEGREPONTIS,
*Chairman of the Department of Mathematics
University of Athens, Greece.*

Our ICP in mathematics teacher training involves postgraduate students and lecturers at the Universities of Athens and Strasbourg I. The main challenges have been academic, managerial, and linguistic, but we now also have a clearer idea of our future prospects.

In 1988-89, eight teaching staff and five students (three of them at doctoral level) from both institutions were supported by the ICP, with a semester graduate course in mathematics teaching given at Athens by Strasbourg teachers. There was great interest in the course among the students, numerous high-school teachers, and also several persons with an industrial background who wan-

ted to observe basic techniques and methodology in an area of direct concern to them. The fact that this was an ERASMUS ICP heightened interest still further. The linguistic problem was tackled through simultaneous translation of all lectures given in French.

For the French university, the advantages of the ICP may be different. Awareness at Strasbourg of an alternative approach to mathematics teaching in Athens may enrich cooperation, enabling theories to be tested in a context broader than that of one institution. The Athens staff concerned are also from diversified areas of specialization — pure maths, statistics, computer science and so

on. Properly exploited, this could benefit development of the Strasbourg courses.

The ICP has also led to a modest publishing activity, including the preparation of notes for a course developed in common in the two institutions, and of a volume of work by students.

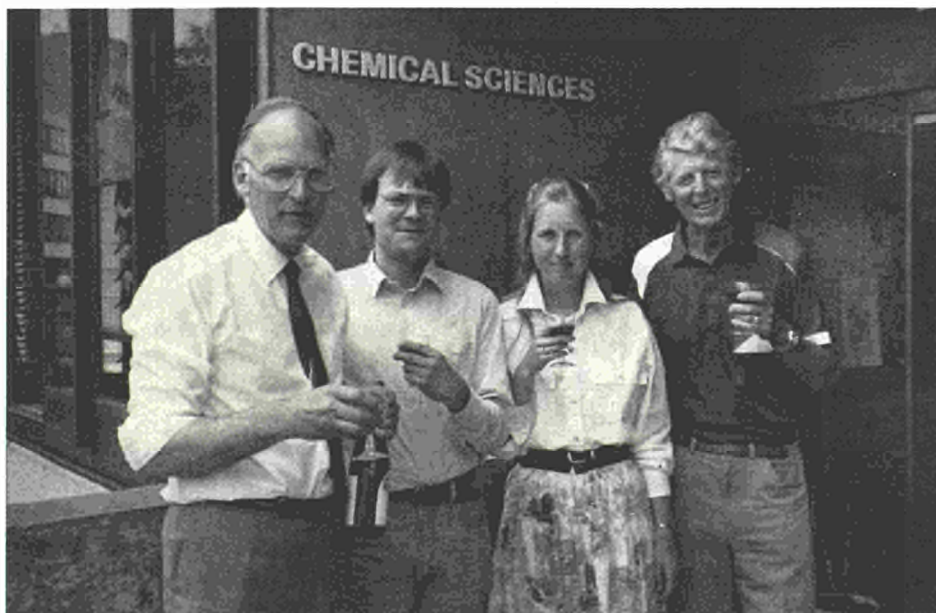
We are keen to extend activity to include other universities. Mathematics teaching embodies parochial characteristics making it less 'universal' than mathematics itself. Appropriately developed, our ICP may contribute to the synthesis of such contrasted approaches. ■

ERASMUS Students Excel

Following the success of Anette Frank (Technische Hochschule Darmstadt) who, during her ERASMUS exchange visit to the University of East Anglia (UEA) in 1987/88, won the Fisons Prize for the best performance in physical organic chemistry, this year three more ERASMUS students have been awarded prizes.

Jeannette de Wolf (University of Leiden) has been awarded the ICI New Science Prizes in inorganic chemistry and in bio-organic chemistry, Dieter Ackermann (Technische Hochschule Darmstadt) has won the Fisons Prize for synthetic methods in organic chemistry, and Dominique Gardebas (University of Poitiers) was joint winner of the Aldrich Prize for organic chemistry.

Here, Dieter Ackermann and Jeannette de Wolf celebrate with Dr. Alan Jones, Director of the ICP (left), and Dr. Richard Jones, Dean of the UEA School of Chemical Sciences. ■



ERASMUS SET FOR PHASE TWO

'The deep-seated changes currently occurring in Europe call for a strengthening of cooperation, particularly in the field of education and training. The Council has risen to the occasion. Its decision meets the wishes of both students and universities, and represents a further step forward in achieving the aims of the ERASMUS Programme. Now as never before, the Europe of 1992 needs a mobile and highly skilled labour force'.

This was how Mrs. Vasso Papan-dreou described the approval by the Education Council, at its meeting on December 14th 1989, of the Commission proposal relating to the second phase of the ERASMUS Programme (1990/94).

The amendments to the Council decision of June 15th 1987 adopting ERASMUS take account of experience acquired until now. Thus the Commission's proposal was based very largely on the results of monitoring and evaluation as set out in a published Commission report on experience so far. Enthusiastic support for ERASMUS from the European Parliament also played an important part in the Phase Two negotiations.

The adaptations are to be implemented from January 1st 1991, except those concerning the allocation of ERASMUS student grant funds, which will take effect from the start of the 1990/91 academic year (see below). In line with the Commission's proposal, the Council based the Phase Two Decision on Article 128 of the Treaty of Rome, considering that the actions within the ERASMUS framework fall within the sphere of vocational training.

For the first three years of Phase Two (1990/92), an ECU 192 million budget was agreed, as proposed by the Commission. The main changes adopted refer to the allocation for-

mula for calculating the breakdown, among Member States, of the amounts earmarked for student grants, and to the introduction of pluriannual funding. Several additional administrative adjustments will make for greater operational flexibility and better adaptation to university needs.

Greater Clarity

In its definition of students and activities covered by the Programme (Article 1), the new Decision confirms that all students 'up to and including doctorate level' are included in ERASMUS, provided the study abroad forms part of their training, including training in research during doctoral studies. Article 1 also states explicitly that ERASMUS does not cover research and technological development activities in general — a clarification, as the Programme has never supported such activities.

As to budgetary provisions (Article 4), the annual credits for ERASMUS will be fixed in line with usual procedures for the annual EC budget, from January 1st 1990. In line with an amendment proposed by the Parliament, the Decision now states that the highest proportion of the budget (this refers to Actions 1 and 2) is for support for student mobility. A decision on the funds needed to run ERASMUS in the last two years of Phase Two (1993/94) will be taken before September 30th 1992.

The Decision text also refers explicitly to the need for the continuing

monitoring and evaluation of ERASMUS, and Article 7 states that a report on implementation of Phase Two should be ready by December 31st 1993.

Major Changes

Action 1: European University Network

The Commission's proposals for pluriannual funding of ICPs have been accepted. Thus universities will get support for a maximum three years in the first instance subject to periodic review. The aim is to reduce paper-work within universities and encourage their long-term commitment to the Programme.

Again in line with the Commission's proposals, the Council has made explicit reference to funding foreign language preparation as an integral part of ICP arrangements. The Decision adds that wherever possible this preparation should begin before the student's departure abroad.

Finally, the Decision text regroups the various activities considered part of the European University Network (including curriculum development projects, intensive programmes, and all visits for higher education staff).

Action 2: ERASMUS Student Grants

Here there are several key changes. First, each Member State will receive

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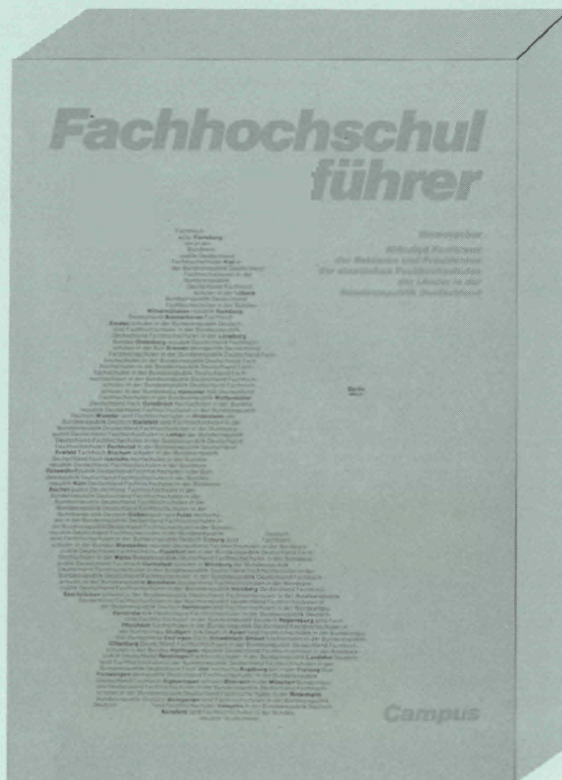
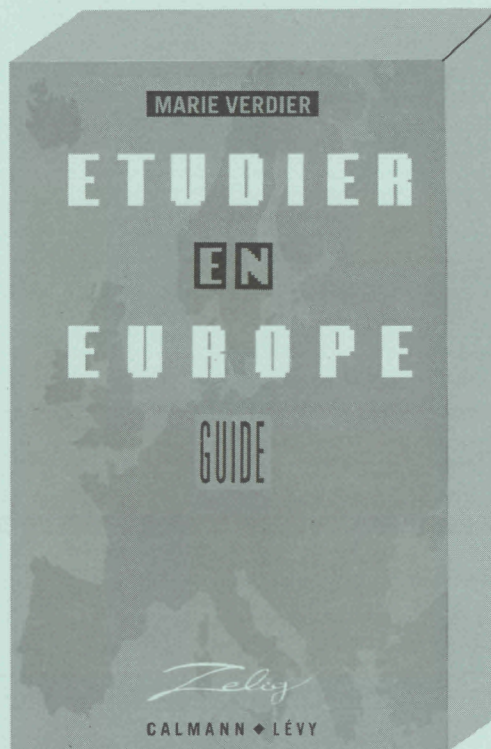
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New Publications

The growing number of those in France looking for future foreign study opportunities elsewhere in the EC — including those who may be prospective participants in ERASMUS and COMETT — can add a new book to the literature they need to guide them in their selection of country, institution and subject of study. Edited by Marie Verdier for the Zelig Press Agency, *Etudier en Europe* (Calmann-Lévy, Paris, 1989, FF98) offers a lively three-part survey of these opportunities covering in turn the how, the where and the what of the choices available. And interest in ERASMUS in France may be especially sharpened by the substantial space devoted to listing student mobility ICPs by institution and subject area.



For those interested in a German Fachhochschule for study abroad, a recently published book, *Fachhochschulführer* (Campus Verlag, Frankfurt/Main, 1989, DM36) may help them make a more informed choice of institution. About 350,000 students in the Federal Republic are now enrolled in the Fachhochschulen which are becoming increasingly involved in teaching, research, technological transfer and international cooperation. Edited by W. Schöllhammer, W. Hüttl and R. Huth, the book gives comprehensive information on courses, and academic, accommodation, sporting and other facilities at these institutions. English, French and Spanish editions due for publication in 1990 will be obtainable from the Deutscher Akademischer Austauschdienst, Kennedy-Allee 50, D 5300 Bonn 2. ■

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.)



Commissioner Vasso Papandreou: 'A further step forward'.

a minimum allocation of ECU 200,000 for the grants. Secondly, two additional factors (cost of travel and relative differences in the cost of living between Member States), besides the two existing ones (size of student population, number of 18-25-year-olds), will be used to calculate the breakdown, among Member States, of the remaining funds earmarked for grants. Finally, a limited reserve fund (no more than 5% of the annual student grants budget) will allow the special needs of some Member States to be taken into account more easily, and facilitate both a more balanced participation across the various subjects, and consideration of demand for programmes and student flows. Student grants in exceptional programmes where administration of the grants via national agencies is impracticable, will also be allocated in this way.

Alongside ICP students, priority will also go to ECTS students in the award of grants. There is no change

with regard to 'free mover' students. The Programme will be extended to include certain categories of students hitherto excluded — essentially those who have completed an entire university course in their country of origin and wish to continue their studies elsewhere in the EC, within an ICP. In such exceptional cases, academic recognition will be granted not by the home university, but by the degree-awarding institution in the host country.

The three-month minimum period of study abroad remains unchanged, with fresh emphasis, however, on the need for this period to be academically 'significant'. In highly integrated ICPs, grants may exceptionally be awarded for more than one year.

In line with the LINGUA (Action II) provisions, the continued payment of loans, as well as of home country grants in full, is another precondition for grant eligibility.

Action 3: Academic Recognition

The 10% ceiling of annual funds for Actions 3 and 4 has been abolished.

However, a 5% ceiling of the annual ERASMUS appropriation is set for Action 4.

Action 4: Complementary Measures

There will now be limited support, on an experimental basis, for alternative forms of cooperation not yet covered by ERASMUS, and for information 'dissemination' measures felt to be an effective way of stimulating Programme growth.

ERASMUS and EFTA

In a declaration to the minutes of the December meeting, the Council said that it favoured opening ERASMUS to the EFTA countries, without, however, wishing to prejudice any Community initiative directed to the countries of Eastern Europe in the field of education and training. Negotiations on the conditions for participation in the ERASMUS Programme will begin with the EFTA countries in 1990. ■

ERASMUS Prizes

The only part of the original ERASMUS Decision (June 1987) not yet implemented is the award of the ERASMUS Prizes (Action 4, complementary measures). After consultation with the ERASMUS Advisory Committee, the Commission is to award prizes for the whole of the first phase of ERASMUS which ends in June 1990. The prizes will go to inter-university cooperation programmes, students or staff members at higher education institutions, who have made an outstanding contribution to inter-university cooperation within the EC. The winners will be selected before November 1990 by a jury of eminent figures from different EC countries, who are well acquainted with the world of inter-university cooperation and mobility. The Commission will pre-select the jury and assist it on the basis of the information at its disposal. There will be no formal application procedure for the prizes. ■

Refining the Selection of ICPs

In October 1989, members of the Academic Advisory Groups (AAGs) which help the Commission in selecting inter-university cooperation programmes (ICPs) for ERASMUS financial support, were invited to a plenary meeting at Overijse (near Brussels) to examine the selection criteria with a view to their possible amendment, and to advise on the best way of applying them. The role of the AAGs and the main conclusions of their meeting are described here.

The criteria for selecting ICPs are set out in the *Guidelines for Applicants* sent annually to universities, but the severity of the process is set by the number of applications against the limited budget available.

The ERASMUS Bureau analyses all applications, and prepares a list for final decision by the Commission. However, in an important intermediate step following the analysis, the Commission and Bureau meet with each AAG in turn to iron out specific problems, and see that analysis has been consistent and sensitive to the needs of the subject areas concerned. Each AAG covers a related series of subjects, its members being chosen both for their eminence in their field and on the advice of the appropriate Member States.

Members from all the AAGs were invited to the two-day Overijse meeting, the first of its kind, and joined by members of the Commission Task Force, staff from the ERASMUS Bureau, and Sir Ray Rickett who subsequently reported back to the ERASMUS Advisory Committee on the conclusions of the meeting which, essentially, focused on policy matters.

How objective could assessment of applications be; how much more severe could selection become when relatively few applications were bad and so many were adequate; how

could a limited budget continue to fund established ICPs and 'pump-prime' new ones; and how would the Phase Two changes affect selection?

Three important general points were made: first, appropriate criteria and credible procedures were already being applied; secondly, although certain key characteristics would always be sought, ERASMUS could only benefit from a diversity of approach to inter-university cooperation which accommodated unusual but imaginative programmes and sensitivity to the requirements of different subject areas; thirdly, it was important to use evaluation and visits to modify criteria, and programme reports to assess programme renewals.

The meeting also split into working groups for discussion of student and staff mobility respectively. The first called for more comprehensive and credible academic recognition arrangements, with rigorous assessment and unambiguous certification.

Language preparation had to be more carefully structured and targeted to those really in need, notwithstanding the justifiable occasional use of English or French as a *lingua franca* in promoting cooperation which might otherwise not occur. Participants felt that the ideal weighting of numbers in student flows had to be seen firmly in the

context of the subject areas and partners involved, despite concern regarding (student mobility) ICPs with very few students indeed, who were little more than disguised and highly expensive free movers. On duration, longer rather than shorter study abroad periods were felt generally to be more valuable.

The staff mobility group concluded that the one-month minimum period was too restrictive, and that the emphasis already placed on the impact, intensity and relevance of the proposed activity should be further strengthened, while note should be taken also of any linkage between staff and student mobility components in the same ICP.

The need for continuity of support for curriculum development was also emphasized, particularly in helping less well-established partner institutions to develop new or improved courses. The most desirable characteristic of a good intensive programme was definable 'add-on' value most easily targeted on final-year undergraduate or postgraduate students.

The results of the meeting will undoubtedly influence how selection takes place in future. The 1991/92 *Guidelines* are to reflect several of the recommendations, and the 1990/91 selection will also benefit from the discussions. ■

EC Technology Training stays on the Move



The fresh impetus comes from Phase II of COMETT, the EC programme for cooperation between universities and industry for training in technology. As in Phase I, regular calls for participation in Phase II which began on January 1st, are to be 'open' (any 'university' or 'enterprise', as defined under COMETT, may apply for funding for appropriate projects) or 'restricted' (by type of applicant or project). Deadline for the first Phase II open call, which includes application possibilities under all 'strands' of COMETT, is February 28th 1990. Further information: COMETT Technical Assistance Office, avenue de Cortenberg, 71, B-1040 Brussels. Tel: (32)(2) 733.97.55. ■

Contact Corner

The Department of Architecture, Urban Planning and Housing at the Technical University of Delft is regularly offering Dutch and foreign students a chance to take part in the activities of an architectural workshop involved in urban design projects for the Randstadt in the Netherlands. The next opportunity to participate, in a ten-week session, will be in May 1990.

Contact: Professor Carel Weber, Delft University of Technology, Faculty of Architecture, Department of Architecture, Urban Planning and Housing, Berlageweg 1, 2628 CR Delft, Netherlands. Tel: (31)(15) 78.59.57./78.91.11.

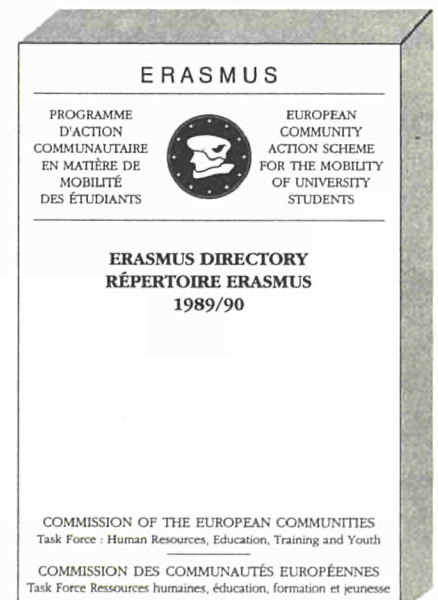
AVAILABLE SOON

ERASMUS Directory 1989/90

The *ERASMUS Directory 1989/90* gives a comprehensive listing of the 1507 ICPs funded in 1989/90. It contains:

- a chapter of detailed statistics;
- explanatory notes for potential applicants for all forms of ERASMUS support.
- a complete list of study or teaching visits carried out by teaching and administrative staff;
- a presentation of projects conducted by student and university associations;
- a chapter on the ECTS pilot project;
- three indices enabling programme descriptions to be located rapidly with respect to several search criteria.

(Office for Official Publications of the European Communities, 2 rue Mercier, L-2985 Luxembourg)



ERASMUS Student Grants in the Federal Republic of Germany

As the ERASMUS National Grant Awarding Authority (NGAA) in the Federal Republic of Germany, the Deutscher Akademischer Austauschdienst (DAAD) is one of three NGAAs to have administered ERASMUS student grants from 1987 when the Programme was first launched. In this interview, NGAA staff at the DAAD talk to the ERASMUS Newsletter about how circumstances in the Federal Republic affect their work.

Newsletter: *German students have access to a national system of grant and loan support. How does this tie in with ERASMUS student mobility grants?*

DAAD: Different solutions were adopted in each of the first three years of ERASMUS, so as to get coordination with national support programmes and equal treatment of students. We are working, with the Federal Ministry of Education and Science, towards a permanent solution, to meet both goals from the 1990/91 academic year. It will mean, first, that Brussels money and national funds supplement, and do not replace, each other; secondly, that all students receive equal support.

Newsletter: *DAAD is thought of traditionally as a body working most closely with the strictly defined university sector, though its membership has recently been extended, whereas ERASMUS covers a far wider spectrum of tertiary education institutions. Has your involvement as an NGAA significantly changed your relationship with the German tertiary sector?*

DAAD: Is this not a misunderstanding? DAAD does not consider itself the universities' 'representative' in the narrow German meaning of the word. Its members are those institutions represented in the Conference of West German Rectors (167 in November 1989, including 80 Fachhochschulen) and their student bodies. Thus by far the largest part of the tertiary education sector is represented, and we are very happy most of our members are participating in ERASMUS. It is also remarkable that the various types of institution are relatively equally represented.

Newsletter: *DAAD has a long history of involvement in bilaterally funded financial student mobility schemes. What, in your view, makes ERASMUS so different from these?*

DAAD: ERASMUS offers, first, an opportunity for multilateral cooperation; secondly, the possibility of simultaneous work at various levels, in different subjects, with teaching staff, students and others; thirdly, the guaranteed academic recognition in student mobility is clearly vital; finally, the real responsibility for cooperation lies with the institutions themselves, without detailed terms being imposed from above. Despite all that ERASMUS is achieving, we feel bound to draw attention to the substantial work required for ICPs to run smoothly, which represents a heavy burden on institutions at all levels (teaching staff, international academic offices and so forth). We also hope that the new 1990/91 administrative timetable will enable grant approvals and payment to be completed in good time, in accordance with what we have told ICP coordinators.

Newsletter: *Most Member States with a tradition of strong international relations in the university sector have very high levels of demand for ERASMUS student mobility grants. This excess demand is less marked in Germany. Why?*

DAAD: Less marked, maybe, but large nonetheless (many students have been getting less than DM500/month). In the first three years, numbers receiving support rose substantially to over 3000 in 1989-90 — almost twice as many as in 1988-89. But from the applications, many more could have been considered. In contrast to practice in some Member

States, DAAD attempts to consider many applications, but also to pay out 'sensible' monthly grants (DM500 on average). Thus not everyone hoping for ERASMUS support can get it. The question remains of how to increase the number of ERASMUS students. If levels of funding remain unchanged, substantially increasing demand could mean more refusals.

Newsletter: *Recent events in Eastern and Central Europe seem bound to have a profound effect on German international relations at every level, including the educational, and DAAD itself will be involved in meeting that challenge. What effects might this have on German involvement in ERASMUS?*

DAAD: Here we share the view of French Education Minister Lionel Jospin who, at the last NGAA meeting in Toulouse, said he would welcome the participation of East European students in EC programmes. But from our side, there will be no activities which are not coordinated with Brussels and the other Member States.

Newsletter: *Germany can, initially at least, be a difficult environment for foreign students and many of those coming under bilateral schemes receive substantial orientation on arrival. What advice do you have for institutions abroad preparing ERASMUS students for foreign study in Germany?*

DAAD: In our view, the Federal Republic is not a more difficult country than others. But students preparing study abroad should take steps to acquaint themselves beforehand with the language, culture and organisation of the 'target'



NGAA staff at the DAAD. Left to Right: Gabi Knieps, Andrea Rosenthal, Anne Kathrin Jansen (seated) and Siegbert Wuttig.

country. We recommend, first, solid language know-how, acquired in the home country and then intensified at the start of the period abroad; secondly, preparatory instruction on the target country and host institution; thirdly, longer term planning and organisation of study abroad. There should also be prior contact with previous ERASMUS students, and advance attempts to gain information on accommodation available.

Newsletter: DAAD was one of the first NGAAs to be appointed and has been with the ERASMUS Programme from the outset. Do you think the NGAA system has worked as it was intended and how do you see it evolving in the future?

DAAD: We consider the role of the NGAAs to be considerable, our own goal being yet better coordination between Brussels and the other NGAAs. Neither can their value as

national information and contact points be underestimated. DAAD has proved its worth as an intermediary between Brussels and West German higher education institutions and ICP coordinators, as demonstrated by our large number of daily enquiries.

Newsletter: The NGAAs are already handling grants to ECTS students and will soon do so for LINGUA Action II students. How do you see this development?

DAAD: We intend to use the same procedures for ECTS and Action II of LINGUA as for (the rest of) ERASMUS. As both ERASMUS and LINGUA (Action II) are moving in the same direction with the same clientele, it makes sense for them to be run by the same institutions, including the NGAAs. But steps must be taken to avoid fresh bureaucracy and 'teething' problems. ■

DIARY

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

March 14-17, 1990: Symposium on 'L'-Europe des Etudes', Lille.

Further information: Fédération Universitaire et Polytechnique de Lille, Service Information, 60 boulevard Vauban, B.P. 109, 59016 Lille, France.

March 21-23, 1990: Seminar on Recognition of Examinations and Degrees, Åbo, Finland.

Further information: Erik Knudsen, The Nordic Association of University Administrators, (The Planning Group on Recognition of Examinations and Degrees), Aarhus University, Gustav Wiedsvvej 10, DK-8000 Aarhus, Denmark. Tel: (45) 862000.

April 2-4, 1990: Annual Conference of Irish University Administrators, University of Ulster at Coleraine.

Further information: Mr. J.A. Hunter, University of Ulster at Coleraine, Coleraine, Co. Londonderry BT52 1SA, Northern Ireland, U.K. Tel: (44)(265) 44141.

April 8-10, 1990: Annual Conference of Law Teachers, University of Sussex, U.K.

Further information: Association of Law Teachers, Brighton Business School, Brighton Polytechnic, Lewes Road, Brighton BN2 4AT, U.K.

April 10th, 1990: Symposium on 'Europe post 1992: Challenges for Education and Industry', Queen's University of Belfast, Northern Ireland, U.K.

Further information: A.D. Ashmore, Royal Society of Chemistry, Burlington House, Piccadilly, London W1V0BN, U.K. Tel: (44)(1) 437.8656.

April 23-28, 1990: Founding Convention of the ERASMUS Project 'Desiderius', Berlin.

Further information: Nikolaus Eberl, European Association of Students of Classical Philology, Freie Universität Berlin, Desiderius Bureau, Seminar für Klassische Philologie, Ehrenbergstr. 35, D-1000 Berlin 33. Tel: (49)(30) 8 37 27 67.

April 24-26, 1990: OECD/CERI/HIS International Seminar on Higher Education and the Flow of Foreign Students, Hannover.

Theme: *The Effects and Evaluation of Programmes and Policies for Foreign Students and Study Abroad.*

Further information: Dr. H. Griesbach, Hochschul-Informations-System GmbH, Gosseriede 9, Postfach 2920, 3000 Hannover 1, Federal Republic of Germany. Tel: (49)(511) 1220-0.

Member States support ERASMUS Students

While ERASMUS Student grants try to help cover the extra costs incurred during study abroad, students still face day-to-day costs when in their host country. But EC Member States are starting to take the initiative in providing funds to complement the grants, in what is perhaps the most impressive kind of national support for ERASMUS to date.

A condition of ERASMUS support is that all students with ERASMUS grants should continue to benefit abroad from any national systems of student support to which they are entitled at home. However, this condition is only as effective as the systems concerned, under which provision varies enormously from one Member State to the next. This can create concern when groups of students from different Member States on the same ICP have widely different financial resources for meeting the same basic living and study costs. While varied NGAA policies in allocating the ERASMUS grants clearly play a part here, it is differences in national grant policies which are probably primarily responsible for these inequalities. The situation is particularly difficult for students from countries where demand for ERASMUS grants is high (average grants are thus relatively low), and where access to national grant funding is low.

For students in three such countries the situation is about to change markedly for the better as a result of imaginative initiatives by national and regional authorities.

In October 1989, the Spanish Secretary of State for Universities and Research announced that Pts 130 million (ECU one million) had been earmarked for a system of national grants to supplement the ERASMUS grants. This sum — which represents a 29.6% increase on the ERASMUS student grant allocation for Spain — will be divided out among all Spanish higher education institutions with ERASMUS (student mobility) ICPs, in such a way that the grant to each ERASMUS student will also be increased proportionately by 29.6%. The national scheme is a major

development given the consistent annual increase in demand for ERASMUS grants in Spain, and the relatively limited current national student support system there.

A month later, the French government announced a FF 10 million (ECU 1.435 million) scheme for 1989/90 to be delivered via the universities. All French ERASMUS (student) grantholders at institutions under the authority of the Ministry of Education will also be eligible for additional support from the new scheme, although the scale of support will depend on the social situation of the students concerned. The support will be channelled through the Rectorat d'académie for each institution concerned, and not via the French NGAA (the CNOUS). This initiative is especially timely given the very high demand for ERASMUS grants for students in French institutions, with a consequent tendency towards low average grants.

Italy is the third Member State planning to add financial weight to ERASMUS, but, additionally, also to COMETT, in an initiative taken by the Ministry for Universities. A proposed LIT5000 million package is to be divided between a supplement to the student grants (LIT3000 million) shared out among students at the higher education institutions in the ERASMUS and COMETT Networks, and the institutions themselves (LIT2000 million) for the purpose of administrative and teaching assistance, intensive language learning and information activities relating to the two Programmes. The latter sum will be broken down among institutions in accordance with number of students enrolled. The so-called Istituti per il diritto allo studio (external regional units concerned with student support and

accommodation) will also be able to bolster up grants to 'socially underprivileged' ERASMUS students.

The Italian initiative has been inspired by the success of ERASMUS and COMETT but, at the same time, by awareness of their attendant problems, including the need for still more balanced participation (both across Member States and north/south within Italy itself), and for improved information about the two Programmes, as well as lack of language training for students and inadequate student financial resources.

In some Member States, the kinds of resources which all the foregoing measures are designed to provide are already well-developed, as in the case of the relatively generous national grant and loan systems in Denmark and the Netherlands, which are fully available to students abroad, or the extensive special provisions in the Federal Republic of Germany and the U.K. for many studying abroad. Yet other Member State governments are known to be considering the introduction of national complementary grants schemes, even if it seems unlikely that all will do so. And an increasing number of regional authorities, most notably in parts of France and Italy, are also providing forms of complementary support to ERASMUS students.

Considered as a whole, all such trends are complementary in a very real sense, and mark a significant Member State contribution to the 10% student mobility target set by the Commission when ERASMUS was first launched. As such they deserve both congratulations and enthusiastic further encouragement. ■

New Association for International Education



Participants at the Conference in Amsterdam.

A new body, the European Association for International Education, was founded at a special conference at the University of Amsterdam on December 7-9th 1989. The Association is to unite practitioners in the field convinced that such an organization is vital given recent developments in higher education in Europe. The Association will seek to provide the platform which those involved in the universities need in order to meet.

More than 600 attended the highly successful conference on the theme 'International Relations of European Higher Education', which covered topics like

ERASMUS, COMETT, NORDPLUS, relations with the United States, Europe/Third World relations, cultural and social integration of foreign students, and the impact of Glasnost and Perestroika on international exchanges.

Mr. Axel Markert (Eberhard-Karls-Universität, Tübingen, Federal Republic of Germany) has been elected first President of the new Association. Further information from: Hans van Dijk, Executive Director, European Association for International Education, c/o Office for Foreign Relations, University of Amsterdam, Spui 21, 1021 WX Amsterdam. Tel: (31)(20) 525.24.85. ■

First Student Forum in Portugal

A first for Portugal in 1989 was the Forum do Estudante 89 (Student Forum) held at the International Lisbon Fair on December 12-16. Organized at the initiative of CUPAV (the Centro Universitário Padre António Vieira), the Forum, with its 400 stands, attracted no less than 200,000 eager visitors, including the President of Portugal, Dr. Mário Soares, the Prime Minister, Professor Cavaco Silva — here seen (left) at the Commission's Task Force stand, with Mr. Pedro de Sousa of the ERASMUS Bureau — and U.N. Secretary-General Dr. J. Perez de Cuellar. The forum theme was 'Jobs: what courses in the future?', with participants from government, higher education, industry and elsewhere all sharing the conviction that the more the young knew about the possibilities available, the better their choice of future would be. The success of the Forum owes

much to the energy and enthusiasm of Father António Vaz Pinto, Dr. Rui Marques and others who assisted in its

organisation, all of whom are to be warmly congratulated. ■



Second 'Europe against Cancer' Action Plan

On November 13th 1989, the Council of Health Ministers agreed to finance a second action plan (1990/94) for the 'Europe against Cancer' Programme (ECU 50 million over the five years, with a possible increase to ECU 55 million).

The new plan should capitalize on the first positive results achieved from 1987 to 1989, notably the elaboration of specific recommendations on cancer by the three European Advisory Committees for the Training of the Health Profession (Advisory Committee on

Medical Training, Advisory Committee on Training in Nursing and the Advisory Committee on the Training of Dental Practitioners).

In order to implement these recommendations (published in the *Official Journal of the European Communities*, L 346 of November 27th 1989) three pilot networks of medical schools, dental faculties and nursing schools will be set up.

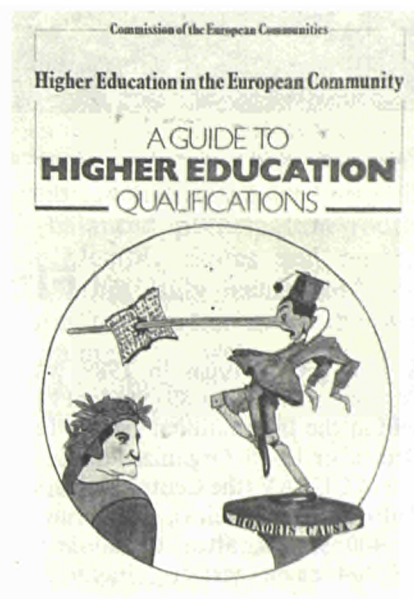
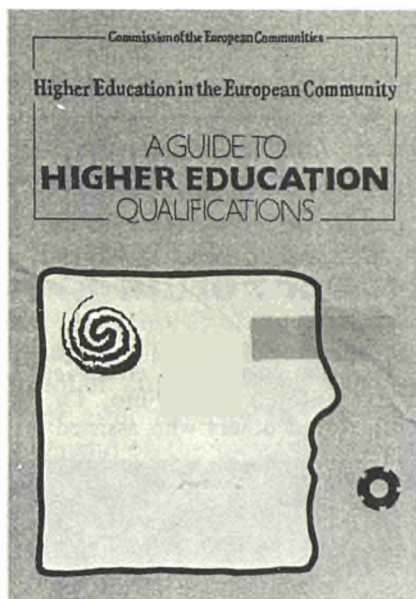
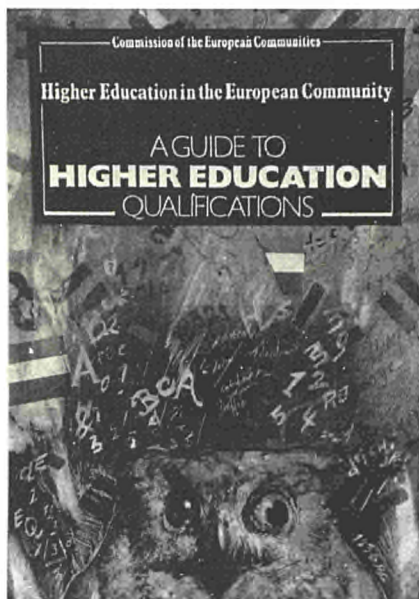
These three networks should be gradually created from 1990 onwards. The

medical faculties which took part in a consensus conference (between cancer experts and medical university chairmen on training in the field of cancer for medical students, Bonn 1988), as well as the one which already cooperates within the ERASMUS Programme, are obvious candidates for these pilot networks.

Further information: Commission of the European Communities, M. Richonnier, Coordinator of the 'Europe against Cancer' Programme, Rue de la Loi 200, (J-37 1/39), B-1049 Brussels. ■

Student Winners in Diploma Book Cover Contest

'The Last Word' in this Newsletter belongs to the five students of graphic design who submitted the winning entries in a competition organised on behalf of the Task Force by the Netherlands Universities Foundation for International Cooperation (NUFFIC) for the cover design of a *Guide to Higher Education Qualifications* prepared by NUFFIC. The latest in the series of books on higher education published by the Commission, the Guide describes in particular all kinds of higher education qualifications issued in all the EC Member States.



Open to students of graphic design throughout the EC, the competition attracted 353 entrants from the 12 Member States, who had to design a cover for their own national edition of the *Guide*. An international jury selected the five winning designs shown here on January 18th.

Top left: Robert-Jaap Jansen (Utrecht, Netherlands);

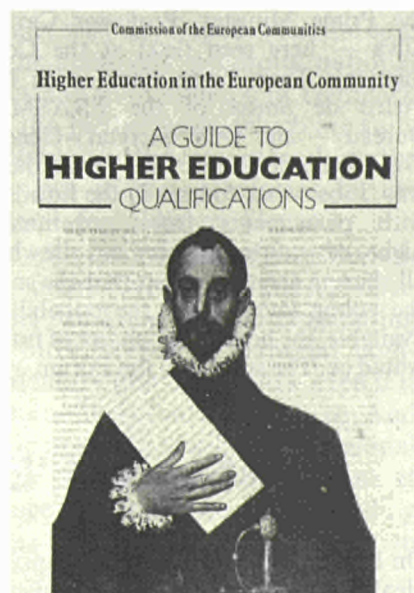
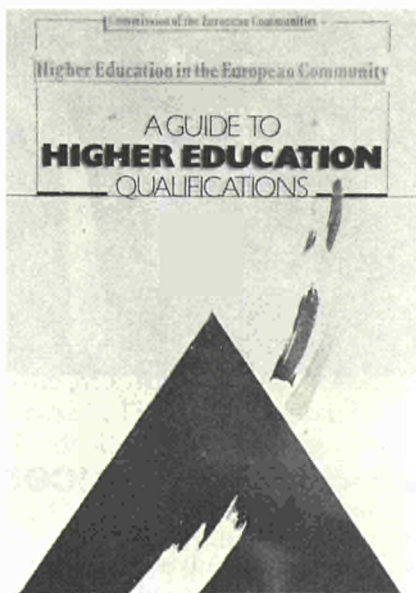
top centre: Kieran Paul Egan (Ferbane, Ireland);

top right: Sandro Marini (Prato, Italy);

bottom left: Heike Wassmann (Nürnberg, Federal Republic of Germany);

bottom right: Rafael G. Pamplona (Pamplona, Spain).

The five winners each received a prize of ECU 400. ■



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*: Press Office, Council of the European Communities; the Commission of the European Communities; Fachhochschule Osnabrück; Hans van Dijk, University of Amsterdam; Wolfgang Schöllhammer, Fachhochschule für Wirtschaft Pforzheim.

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