



FEATURE
ERASMUS and medicine

erasmus
newsletter



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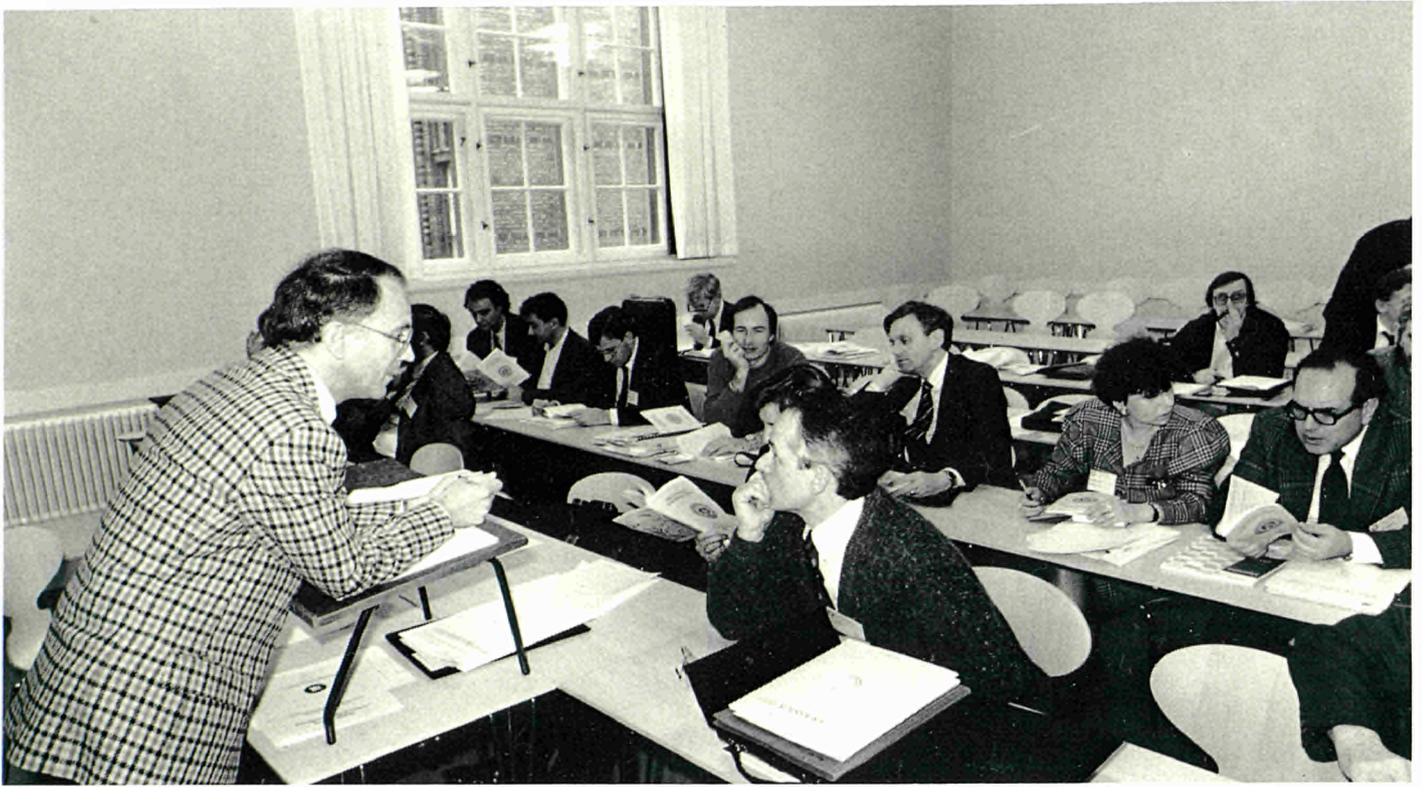


Photo: Jerry Bergman

The medicine group at work during the Third Plenary Meeting of the European Community Course Credit Transfer System (ECTS) at the University of Copenhagen in February (see articles on pages 8 and 12).

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.

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With this issue, we are introducing a new consecutive numbering system for the *ERASMUS Newsletter*, to facilitate ease of reference. Six issues have been published since ERASMUS was launched in mid-1987, so this one is No. 7. The frequency of publication remains three issues a year, as in 1989.

EDITORIAL

In the past year, the work of the major EC institutions has been drawn inescapably into the accelerating current of events in Central and Eastern Europe. Thus the Commission has been responsible for preparing the detailed provisions of the cooperation-for-training package identified as a main aspect in facilitating restructuring of the national economies of the whole of this region. The result is TEMPUS (the Trans-European Mobility Scheme for University Studies) which was adopted by the Council of the European Communities on May 7th 1990.

In part, TEMPUS has been built on experience acquired in implementing the three EC programmes for cooperation in training - COMETT, ERASMUS and LINGUA - with which it shares common features, most notably provision for joint university/industry cooperation, and structured organized student and staff mobility. Yet it has a distinct identity of its own, with specific aims, grants, conditions and priorities which set it firmly apart from its predecessors. In July 1989, support for academic training of the kind provided for in TEMPUS was planned for Poland and Hungary alone, and these two countries remain the first to benefit. However, the European Council may decide to extend the provisions to other countries of Central and Eastern Europe. Thus TEMPUS is the first initiative of its kind directed towards "the other half" of Europe which (pre-1989) post-war history seemed to have permanently alienated from the West. By swiftly mobilising university and professional training resources for cooperation throughout the entire continent, the scheme is likely to be a crucially important force for positive growth and stability in what remains an exciting but no less uncertain geopolitical arena.

In the meantime, ERASMUS carries on unabated - and indeed at such a dramatic rate of growth that the Commission has been faced with a real dilemma this year in deciding on the strategy to adopt in the selection of the 1990/91 inter-university cooperation programmes. The 2754 ICP applications - including Action II of LINGUA which is being launched this year and which is managed in conjunction with ERASMUS - represented an increase of 25% over last year, while the request for student mobility grants within these programmes was up by no less than 80%. In all, the budget requested under Action 1 for the support of these programmes within the European University Network (ECU 85 million) outstripped the available budget by a factor of nearly 6 to 1, and the amounts requested for student grants also far outran the available budget, which even including LINGUA Action II was up by only 15% compared with 1989.

In this situation the Commission was confronted with an invidious choice: to restrict the number of programmes (and thereby students) accepted, thus safeguarding the average level of support available to each student but rejecting many hundreds of good ICPs just when they were getting off the ground; or, alternatively, to accept a comparatively high percentage of programmes and risk a lower average grant to universities and a higher level of selectivity between the eligible students. After careful consideration - in cooperation with the ERASMUS Advisory Committee - of a number of intermediary options, the second course was eventually chosen. This may create difficulties for universities and students, but the Commission feels that now is not the time to restrict participation in ERASMUS when so much effort has gone into stimulating it and so many exciting initiatives are starting to emerge. The Member States have been informed about the budgetary problems faced this year, and urged to do everything possible to promote complementary funding, in particular for ERASMUS students.

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ERASMUS AND MEDICINE

D *ESPI*TE its universal importance, medicine is a subject governed by considerations which sometimes make it seem less suited to the requirements of effective inter-university exchange. But is it? Helped by the EC Directives concerning the mutual recognition of medical qualifications, numerous ERASMUS Inter-university Cooperaton Programmes (ICPs) are finding ways round some of the more recurrent difficulties highlighted in a recent survey of medicine in the European University Network. Cooperation in the subject has also developed remarkably within ECTS (the European Community Course Credit Transfer System). Aware that the scene is complex, we present here some of the more striking trends, problems and prospects regarding medicine in the ICP Network, including a small fairly representative sample of successful ICPs and, then, a more personalised account of current progress and attitudes within ECTS. Finally we draw attention to a thorough ERASMUS study visit report on aspects of medical training in individual Member States.

Patterns of Cooperation

Since ERASMUS was launched in 1987, there has been a more than average proportional increase in ICPs in medicine. But this indicator of progress is partially misleading.

ALTHOUGH the number of ICPs in medical sciences has gone up sharply from 14 in 1987/88 (3.5% of 398 ICPs in that year) to 89 in 1989/90 (5.9% of 1507 ICPs), medicine comes only seventh in the list of 17 subjects into which ICP participation in ERASMUS is currently divided. This might be considered commendable but for a closer look at student numbers. Within the 89 medicine ICPs, the 800 or so students getting ERASMUS student grants represent only 2.9% of all ICP students. While this figure partly reflects the fact that (student mobility) ICPs in medicine tend to be small, it is far behind the 14.9% proportion of medical students, who number nearly one million, within the entire EC student population.

Real prospects for more solid representation owe much to the 1975 EC Directives concerning the mutual recognition of medical qualifications. Operational since 1976, they enable doctors in the Community to practise in all Member countries. The Directives stipulate that basic training must include at least six years of higher education, or 5500 hours of theoretical and practical study, while specialists must do an additional three to five years' training. More recently (1986) specific training of at least two years has been established for general practitioners. Although the Directives leave room for discretion by not cataloguing precisely what should be taught, they specify the knowledge which the final diploma is understood to certify. To date, the professional mobility which they were designed to encourage remains relatively modest.

But in facilitating mutual academic recognition of specific courses, or parts of courses, the Directives are increasingly helping to broaden opportunities for trainee doctors to study abroad under ERASMUS and, once qualified, to practise where they wish within the EC.

At present, differences in participation of EC Member States in "medical" ICPs are quite marked with Belgium, the Federal Republic of Germany, Italy and the Netherlands the most active, and Denmark, Ireland and Portugal the least involved. The presence of the United Kingdom in ICPs in medicine is also surprisingly weak (participation in 43, of which it coordinates only seven), given its leading position in terms of ICP coordination and participation overall.

Roughly speaking, the student mobility ICPs can be divided into four main categories. The first - and significantly the smallest - group consists of those organised at the pre-clinical stage like the one coordinated by the University of the Saar, which we spotlight on p. 4. The second group are those based on advanced clinical practice (an essential part of medical studies in all Member States), and often include study abroad for a full academic year with taught courses and practical training. A third type of ICP - frequently involving Belgian, Dutch, Spanish and Italian universities - is based on periods of several months' practical training, involving hospital placements or research projects. Sometimes the work is grounded in optional subjects allowing for more individual study particularly well suited to



periods spent abroad, as in the ICP between the Universities of Amsterdam, Perugia and Padua (see p. 6). Finally, there are several specialized postgraduate ICPs, like the triangular student exchange in pediatrics involving the Université Catholique de Louvain, Erasmusuniversiteit Rotterdam, and the University of London (British Postgraduate Medical Federation).

Apart from these categories, there are several thriving ICPs in dentistry, as illustrated by activity at the Royal Dental College Copenhagen (p. 7), and further links exist in fields like nursing and veteri-

nary medicine. On the other hand, despite projects such as the intensive ICP in anxiety pathology involving the Universities of Maastricht, Caen and Oxford (p. 6), ERASMUS initiatives related to crucial notorious contemporary medical issues, like cancer, AIDS or drug abuse appear relatively isolated. Hopefully, the importance of such concerns will be increasingly reflected in the content of medical curricula and joint international activity for which ERASMUS may provide an especially suitable infrastructure. ■

Students relax not far from the St. Luc teaching hospital of the Université Catholique de Louvain, Belgium. The University is among the most active in ERASMUS ICPs in medicine.

ICPs in Medicine Mapping Out Prospects

The EC Directives and, more recently, ERASMUS are helping to knock down traditional barriers to international university medical student and staff exchanges. But a special study carried out for the Commission in 1989 by the Hochschul-Informationssystem GmbH (HIS) contained a constructive reminder regarding several persistent difficulties, like the two highlighted here.

Limits on Curricular Flexibility

National medical curricula still retain a distinct identity with which nearly all ICPs have had to contend in their academic recognition arrangements. Full analysis of the differences requires detailed study (see p. 9), but examples are helpful. In some countries, the first year in medicine has very general courses in maths and pure science; in others, anatomy or histology are begun immediately on the assumption that the scientific groundwork has been covered at school. The time at which in-hospital training begins may vary from one country or institution to the next and, when it does, the extent to which students are allowed to help treat patients may also vary. Such differences may result either from the prime responsibility for curricular content exercised by bodies representing the medical profession at national level, or the State. And the scope for discretion in the 1975 Directives means that arduous negotiation between faculty staff in individual institutions is often needed to hammer out curricula details, following which they are unlikely to be further modified in the light of

practice abroad, or to meet the needs of cooperation with foreign partners. The priority duty of faculties to produce a properly qualified "national" pool of doctors makes this even less likely.

As early activity in the ECTS medicine subject area is demonstrating (see below), promotion of a broader debate on these problems can help. A specific HIS proposal was for a booklet, perhaps like the Commission's *Short Guide* on how to develop a successful ICP, but with special emphasis on ICPs in medicine. Equally, ECTS is starting to illustrate what can be achieved by discussion of EC cooperation within the context of regular working groups. There is a strong case for EC medical faculties intensifying such contacts given that both student and staff exchange can usually be made to work well, given sufficient long-term commitment - sometimes developed over several years. ERASMUS preparatory visit grants may have an important part to play here. Finally, individual universities can usually earmark specific parts of curricular content in medicine as especially suited to ERASMUS ICPs, like optional subjects and individual student research topics. Appointment of ERASMUS representatives in medical

faculties, as well as at institutional level, is also recommended.

A Unique Language Problem

Effective foreign language learning prior to going abroad is crucial for most ICPs, but especially so in medicine. First, languages rarely determine access to medical training so they are often given up early at school by future students of medicine. Secondly, very dense course content, especially at pre-clinical stage, leads to reluctance to overload the curriculum further. Yet, thirdly, doctors or students need critically important linguistic skills if they do work abroad, both in highly specialized medical language and in communicating effectively with foreign patients. Two specific proposals of the HIS report are therefore audio-visual learning packages in specialized medical terminology and in the language used by patients, doctors and nurses in discussing symptoms, prescriptions and other instructions.

The HIS Study, in German, may be obtained on request from the ERASMUS Bureau. ■

University of the Saar pioneers Pre-clinical Exchange

In spite of substantial progress, the difficulty of achieving international academic recognition coupled with the need for students to cope with the workload have tended to discourage student mobility ICPs in the earlier, pre-clinical, stage of training where the theoretical content of courses is dense and exams often highly competitive. Hence the interest of an ICP of this kind involving the University of the Saar (Federal Republic of Germany), as the coordinator, and Leicester University (U.K.).

THE ICP was launched, following a trial period, with the exchange of five second-year students each way in the winter semester of 1988/89. There is mutual recognition of the academic performance of students, who are all chosen on the basis of written applications, foreign language proficiency and personal assessment.

The ICP is very popular with students at both universities, with five to six times as many applicants as places available, and the number is still rising. The German students remain a full academic year in Leicester, where they sit exams - so

far with very good results - and return to take their German federal intermediate pre-clinical examinations or *Physikum*. At present, English students can stay only four months, but this period may soon be lengthened by adding social medicine to the curriculum. An exchange of at least two students each way during their clinical training period is also envisaged. During 1989/90, there has been a two-way exchange of five students.

In 1989, the ICP also introduced an element of staff mobility, with two German lecturers in anatomy teaching for several months in Leicester. Such coop-

eration is particularly welcome in a field in which the ongoing care of patients for whom doctors are responsible, quite aside from normal teaching and research commitments, may combine to inhibit teacher mobility for anything other than short periods.

The climate of cooperation is excellent in all respects. Regular visits take place in order to harmonize the implementation of courses, and to examine and supervise students. The University of the Saar medical faculty is also participating in the ECTS pilot project. ■

Advanced Clinical Emphasis in Franco-German Exchanges

The persistent national distinctiveness of medical curricula and exams at all levels of training seems, at the clinical stage, to have a less inhibiting effect on inter-university cooperation. Of the numerous ICPs already successfully launched at this level, many are coordinated by universities in the Federal Republic of Germany and rooted in several years' experience of cooperation.

COOPERATION in medicine between the Universities of Münster and Lille II began in 1980, thanks to support for Münster students from the DAAD (German University Exchange Service). The arrangement took the form of an ICP in 1988/89.

Six to eight Münster students are chosen from two to three times as many applicants by a committee composed partly of students who have already spent a year at Lille. Selection criteria include a good knowledge of French and previous experi-

ence in the clinical/practical area. Students who have already been to Lille then help those selected to choose between the various courses on offer there. Most take traineeships in fields like surgery or cardiology which form part of the second section of clinical studies in Germany. All studies at Lille are recognised by the different departments in Münster. The advantage of such practical subjects as the basis for the exchanges is that students become fully familiar with the real life of the hospital departments, including

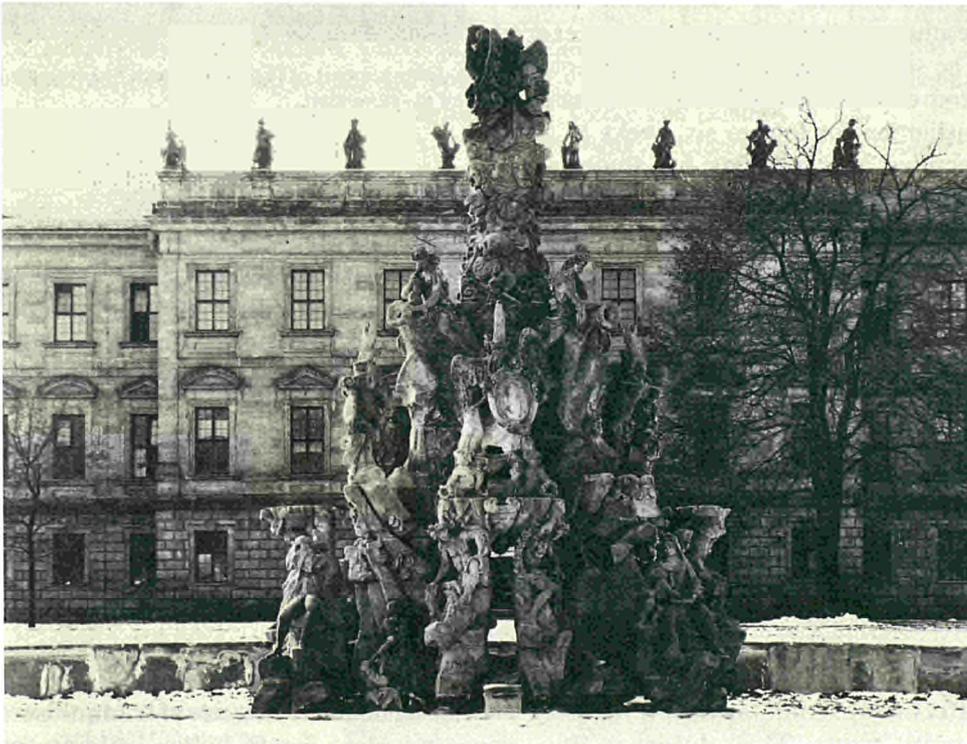
contact with patients.

A language course in German is being introduced for ERASMUS students from Lille who go to Münster for periods of four months, mainly to study surgery and paediatrics. Longer periods there have posed problems because, until recently, all examinations in Lille have had to be taken twice a year. Finally, from their third year of clinical studies, many French students have to be in Lille to prepare for the competitive selection exams for entry to specialist subjects.

Erlangen-Nürnberg and Rennes I

A long-standing student mobility programme involving the medical faculties of these two universities, again previously supported by the DAAD, became an ERASMUS ICP coordinated by the German university in 1989. Although in 1989/90, the mobility was one-way only involving ten students going from from Erlangen-Nürnberg to Rennes, the partnership agreement has established the principle of two-way exchange for one academic year, from which 487 students have benefited since 1971. The mutual recognition measures worked out over the years have been used to establish more broadly-based recognition agreements in medicine between French and German institutions.

Language learning is especially critical in medicine ICPs and, under the agreement, students get linguistic training from their home faculty, but do not take language tests at the host university. Both faculties have an ICP liaison person responsible for the well-being of incoming students, and organisation and supervision of their work and assessment. German students get practical work and "bedside" instruction in France and, in later semesters, students may sit exams in clinical subjects with results fully recognized on both sides. The St. Malo teaching hospital has made a one-year teaching post available for an intern graduate doctor, and the ICP partnership has also resulted in several doctoral theses. ■



The "Huguenot fountain" in the park of the Margrave's Castle, which houses the University of Erlangen administration, symbolizes the traditionally close ties between Erlangen and France. Large parts of the town were founded by Huguenot refugees in the 17th and 18th centuries.

CALL FOR CONTRIBUTIONS

In an attempt to stimulate debate on the progress of ERASMUS, the *ERASMUS Newsletter* will consider for publication short articles (2000 words maximum) on aspects already recognized as particularly challenging or problematic. At present, priority consideration will be given to contributions on the provision of accommodation for ERASMUS students and, especially, illuminating "case summaries" of typical accommodation difficulties faced by ICP students and ways in which they have been tackled, or might be in the future. Other topics which will be considered include ICP arrangements for foreign language learning and academic recognition, and the organisation of ICPs in teaching staff mobility and curriculum development. Good supporting photographs or other visual material will always be welcome.

In the event of publication in the *Newsletter*, it is intended that articles should normally appear under the name of their author, with a Commission disclaimer. While every effort will be made to preserve their content, the editors reserve the right to shorten or amend texts in the interests of layout or presentation. ■

Contact Corner

The **Bundesfachgruppe für ökonomische Bildung e.V.** is an association of German professors of economics and teaching training in economics. The association wishes to cooperate with similar bodies in other EC Member States, but lacks their names and addresses. Those which would like to respond are invited to write to: Bundesfachgruppe für ökonomische Bildung e.V., Postfach 410 163, D-5000 Köln.

Studying Thrombosis in the Netherlands and Italy

A highly practical and patient-oriented ICP is one of several suggesting that cooperation may be easier to organise around optional parts of medical curricula, rather than those parts on which all students face compulsory examination.

IN this ICP between the University of Amsterdam and the Universities of Perugia and Padua, the optional courses are in the third and fourth year. Enthusiastically welcomed by all participants, the ICP has both student and staff mobility components centred on two topics: first, instruction in normal and pathological working of the blood coagulation mechanism and related sicknesses (thrombosis); secondly, the application of (bio)statistical and epidemiological sciences in the clinical situation (clinical epidemiology).

Students from Amsterdam learn fluent Italian with the help of a special course prior to their departure for Italy, but Italian students going to Amsterdam need a working knowledge of English for their lectures there. Dutch students in Perugia have been heavily involved in hospital

work via special "bedside teaching" programmes and have examined patients with blood coagulation irregularities or thrombotic sicknesses. They also do an essay on a subject of their choice in the programme which is recognized as an integral part of the home university curriculum. Italian students have been no less involved in hospital work in Amsterdam where they undergo a clinical trainee period and learn to examine thrombotic patients. The programme concludes with an examination whose results are validated by the home university. The staff exchange involves one lecturer from each university who goes to a partner institution for four to six weeks to give lectures and seminars for students of clinical epidemiology, haemostasis and thrombosis. ■



A demonstration of the blood platelet aggregation test in Amsterdam.

European Certificate in Anxiety Pathology



Anxiety disorders affect some 20 million people in the EC, resulting in increasing use of tranquilisers and sometimes alarming abuse. The solution to this serious problem lies in better training for prescribers, better knowledge of the disturbance of anxiety mechanisms, and better treatment strategies. An intensive teaching programme involving the Universities of Limburg (Maastricht), Caen and Oxford offers a European Certificate in this field, which is designed to further these aims. ICP Coordinator at Maastricht, Dr. E. Griez, explains.

WAYS of treating anxiety are no longer limited to tranquilisers and soothing words. Therapeutic possibilities are being revolutionized by modern progress in neurobiology, neuropsychology, biochemistry and brain pharmacology leading to better understanding and treatment of "nervous diseases". But these changes are only gradually

integrated into the basic curricula of the universities which train future practitioners - hence our initiative.

In 1989, distinguished clinicians and researchers at the three universities launched an ERASMUS intensive programme for second- and third-cycle medical and psychology students, and specialist students in psychiatry and related disci-

plines. The aim was to round off the basic curriculum of future practitioners in the field with a complete synopsis of current knowledge of the mechanisms and treatment of anxiety problems. The intensive formula was also felt to be ideal for bringing the courses to students other than those at the three partner institutions.

The 1989 course for the "European

Certificate in Anxiety Pathology" was held in Maastricht and Caen in week-long sessions in March and July respectively, and attended by 28 students. The first four days in Maastricht consisted of lectures, practical work, round tables, debate and visits, with English as official language. Work focused mainly on the clinical study and epidemiology of different forms of anxiety, and their relationship to states of depression. Later in the week the study of experimental models by induction of anxiety in the laboratory was also considered. In Caen, in July, the main themes included the cognitive psychology of anxiety problems, and above all, the problem of treating anxiety disorders. There were further laboratory visits, and the week ended with a round table at which experts and students discussed therapeutic strategy in anxiety pathology.

Although the ICP did not visit Oxford, experts in the cognitive psychology of anxiety from the Oxford University department of psychiatry, attended both sessions, thus greatly contributing to the quality and interest of the course.

Finally, to obtain the certificate, students submitted an original piece of work exploiting the new knowledge acquired in anxiety pathology. The course is running again in 1990 when at least 40 students are expected to take part. ■

First ERASMUS students at Danish Dental College

The Royal Dental College Copenhagen (RDCC) is involved in four new ERASMUS student mobility ICPs in dentistry. It coordinates two with the University of Edinburgh and University College London, and participates in two others coordinated by the Universities of Amsterdam and Ghent respectively (cf. articles by journalist Merete Holm in issue No. 17 of *Tandlægebladet*, the monthly journal of the Danish Dental Federation).

IN 1989/90, a total of four dental students from Ghent, Amsterdam and Edinburgh have been taking the ninth semester course at the RDCC, for which they are getting full academic recognition as part of their dental training. Under the ICPs, four Copenhagen dental students have also been abroad for three months to Ghent, Amsterdam, Edinburgh and London, respectively. The student exchanges were preceded by ERASMUS study visits abroad by staff from Copenhagen, Ghent and London.

Many differences in the curricula make them difficult to compare in practice, which can cause problems for the exchange students. But Michael Cooper, a dental student from Edinburgh is not scared off: "I will have to read up on some subjects when I get back. But I have obtained an insight into pioneering developments in

training and methods, including periodontal treatment, treatment of traumas and surgery. I expect this to be beneficial to me in my career". He was one of the few from his year who wanted to go abroad. The others were "afraid of lagging behind".

To help ease the ICP workload, RDCC staff and students have formed an International Exchange Programmes Committee concerned with ERASMUS and other international ventures, like NORDPLUS. RDCC staff member Inger Kjær is also a member of the *ad hoc* committee set up by Danish rectors, in connection with EC cooperation in higher education. She volunteered, following an approach from RDCC rector, Professor Jan Jakobsen, at a time when interest in cooperation on the staff was limited. "The situation" she says "is now starting to change". ■

Professor J. De Boever (left) of the University of Ghent on a visit to Copenhagen where, with RDCC Senior Clinical Tutor, Birgit Funder, he watches the progress of ERASMUS student Benedicte van den Eynde.



ECTS and Medicine: Reality or Utopia?

When it came to choosing the five academic subjects for inclusion in the ECTS pilot scheme, this choice was not haphazard. Why was medicine included, and what messages are emerging from the medical field in this early phase of ECTS? ERASMUS Bureau Administrator Suzanne Cyrès, with special responsibility for medicine in ECTS, has some of the answers.

BELONGING neither to the humanities, nor in every respect to the "exact" sciences, medicine has since time immemorial fueled some of humanity's most cherished dreams. It is also a reflection of the culture in which it develops. Moreover, the image of doctors or physicians has changed little down the centuries. They remain the privileged party to a very special kind of knowledge - the link between birth, life and death.

There were apprehensions that the strictness of national legislation, fixed attitudes, and the structure of curricula and courses might prove an insurmountable barrier to the success of ECTS in the field of medicine. How was the course credit transfer system going to find a way through the mosaic of different cultures and traditions? Indeed, would Thomas More, as a friend of Erasmus, have described the project as "Utopian"? It is tempting to imagine a hypothetical exchange of correspondence between the two friends, the former asking questions and the latter attempting to reply. Saddened by the bitter realisation that, as he himself wrote, the madness of men strives with a criminal sense of purpose to destroy concord, peace and brotherhood, Erasmus might well have regarded ECTS as a step towards finding common ground, respect for differences, and tolerance. In every doctor there is something of a humanist as has been amply demonstrated, at the end of the first year's experience, by the coordinators and teachers involved in ECTS, not to mention the medical students also taking part.

From the outset, their determination that ECTS should succeed has been the driving force behind all the effort invested in the scheme. While it is not yet possible to present a detailed definitive picture of this initial year's operation, certain broad features are already clearly apparent.

Highly impressive, first of all, is the all-consuming single-mindedness with which ECTS coordinators have sought to overcome problems posed by the structural differences of curricula, often to the extent that additional courses or clinical

activity have been organised to enable students to "reintegrate" at their home institution without too much difficulty. Moreover, several institutions have introduced a tutoring system in which each ECTS student is supervised by a member of the teaching staff who acts as a guide or adviser. Meals and special evenings together have also been organised for students to facilitate contact between them.

Similarly, the curiosity and interest demonstrated by students in other cultures and forms of teaching have got the better of their legitimate apprehensions about leaving the comfortable cocoon provided by *Alma Mater* to become the pioneering artisans of this new system. It is no easy matter for medical students wishing to embark on an academic or hospital career, access to which is governed by very specific strict internal rules or conventions, to distinguish themselves with respect to their fellow students when they are no longer subject to the same criteria of comparison. Indeed the academic or professional future of such ECTS students is to some extent at stake. Yet conversations with many of them have revealed a sincere conviction that what they stand to gain by their experience justifies the sacrifice and considerable extra effort they are expected to make.

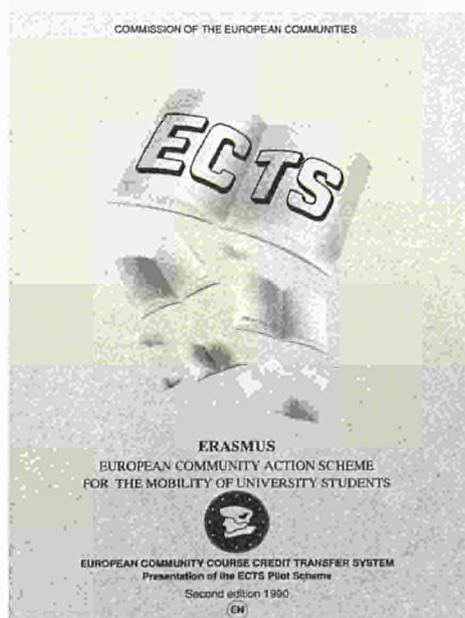
Around 115 medical students took part in ECTS in the 1989/90 academic year while, at the meeting held in Brussels on April 27th 1990, 213 were selected to participate in 1990/91. The 90% increase is a significant pointer to the way in which the pilot scheme in medicine is thriving.

However, this success is not to be attributed solely to the enthusiasm of the students, but also to the enterprise of the ECTS coordinators and the commitment of the institutions. Links being formed between the partner institutions are also leading, in some cases, to cooperation in research - a reminder that the Europe of both higher education and research is becoming a plainly distinguishable entity, in medicine as in other fields. It is becoming increasingly unnecessary to cross the oceans to discover afar what can now be readily achieved back home.

Of course, problems encountered in the course of the first year's experience should not be overlooked, but they are not medicine-specific. Two important current barriers to student mobility have to do with knowledge of the language of the host country and differences in the cost of living. Everything possible is being done to study the means of resolving these difficulties.

As the Danish Minister of Education put it at the ECTS plenary meeting in Copenhagen in February 1990, ECTS will lead not to the harmonisation of teaching practice, but to the recognition of the forms it takes "elsewhere" with concomitant respect for the differences inherent in them.

A welcome reiteration of an important article of faith! All that now remains to be seen is the extent to which the real crux of ECTS - the transfer of academic credit for studies carried out abroad - will prove to be an instrument capable of facilitating broadly-based student mobility in the Community as distinct from the tightly organized inter-institutional approach which characterizes ICPs. But this is a question which related to ECTS as a whole, and not just the medicine group. ■



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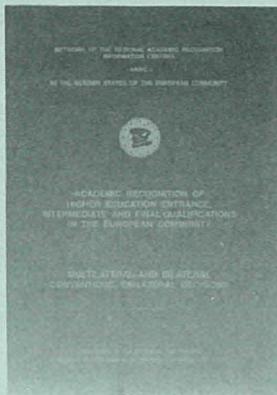
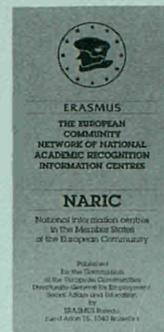
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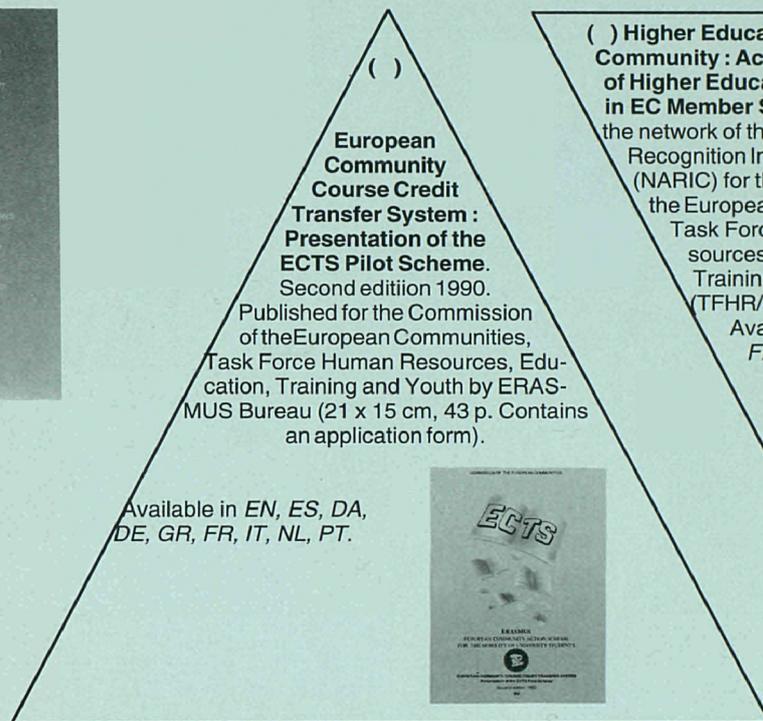
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Other publications

- () **NARIC - The European Community Network of National Academic Recognition Information Centres.** 3rd edition. Published for the Commission of the European Communities, Task Force Human Resources, Education, Training and Youth by ERASMUS Bureau (21 x 10 cm, 16 p.). Available in *ES, DA, DE, GR, EN, FR, IT, NL, PT.*
- () **Academic recognition of higher education entrance, intermediate and final qualification 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 *ES, DA, DE, GR, EN, FR, IT, NL, PT.*



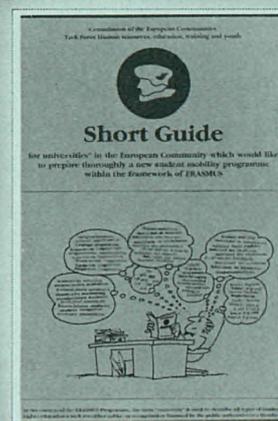
Available in *EN, ES, DA, DE, GR, FR, IT, NL, PT.*



() **Higher Education in the European Community : Academic Recognition of Higher Education Qualifications in EC Member States.** Compiled by the network of the National Academic Recognition Information Centres (NARIC) for the Commission of the European Communities, Task Force Human Resources, Education, Training and Youth (TFHR/164/89-EN). Available in *FR, EN.*



- () **Short Guide for universities in the European Community which would like to prepare thoroughly a new student mobility programme within the framework of ERASMUS.** Published for the Commission of the European Communities, Task Force Human Resources, Education, Training and Youth by ERASMUS Bureau. Available in *ES, DA, DE, GR, EN, FR, IT, NL, PT.*

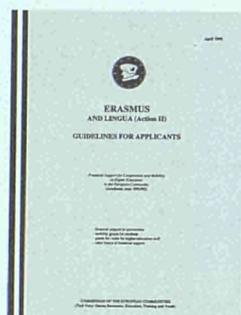


- () **Report on the Experience Acquired in the Application of the ERASMUS Programme 1987-1989.** Presented by the Commission of the European Communities. Brussels, 13 December 1989 (SEC(89) 2051 final). Available in *ES, DA, DE, GR, EN, FR, IT, NL, PT.*

List of Publications

Leaflets

- () **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 - folder). Available in *ES, DA, DE, GR, EN, FR, IT, NL, PT*.
- () **ERASMUS - The passport to recognized study abroad in the European Community.** Published for the Commission of the European Communities, Task Force Human Resources, Education, Training and Youth by the ERASMUS Bureau (21 x 10 - folder). Available in *ES, DA, DE, GR, EN, FR, 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 - folder). Available in *ES, DA, DE, GR, EN, FR, IT, NL, PT*.



Application package

- () **ERASMUS - Guidelines for Applicants : Financial support for cooperation and mobility in higher education in 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, 13 p., includes two application forms - 4 p., 12 p.). Available in *ES, DA, DE, GR, EN, FR, IT, NL, PT*.



Directories

- () **ERASMUS Directory of programmes/ Répertoire des programmes : 1988/89.** 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. Available only in *EN* with an introduction in *FR*.
- () **ERASMUS Directory/Répertoire ERASMUS (1989/90).** 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, 1990 (21 x 15 cm, 1428 p.). Price : 27.50 ECU. Available only in *EN* with an introduction in *FR*.
- () **Directory of Higher Education Institutions in the European Communities/Répertoire des institutions d'enseignement supérieur dans la Communauté européenne.** Prepared for the Commission of the European Communities, Task Force Human Resources, Education, Training and Youth by the ERASMUS Bureau. Bilingual *EN/FR*. In preparation.



- () **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.** 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.). Available only in *EN*.

Newsletter

- () **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 : 4.25 ECU Annual subscription : 10 ECU. Available in *ES, DA, DE, GR, EN, FR, IT, NL, PT*.

ERASMUS/LINGUA ICPs for 1990/91 announced

On May 22nd, the Commission of the European Communities announced its selection of inter-university cooperation programmes (ICPs) to receive financial support in the 1990/91 academic year under ERASMUS and, for the first time, Action II of the LINGUA Programme. This support goes to a total of 1748 ICPs involving around 1100 higher education institutions and 44,000 students.

For the 1990/91 academic year, there were no less than 2754 applications for would-be ICPs (inter-university cooperation programmes), an increase of 24% as compared to last year. Within them, the demand for student mobility shot up spectacularly by 80%.

To encourage this exceptional interest, the Commission decided to renew its support to a large majority of the good programmes already in existence. However, new programmes also accounted for 36% of the total number, thereby reinforcing the European University Network.

Breakdown of ICPs by Type of Activity and Member State

Each of the 1748 ICPs selected, may include one or more types of activity, the breakdown of which is as follows:

- student mobility	1592 ICPs
- teaching staff mobility	277 ICPs
- joint development of new curricula	99 ICPs
- intensive programmes	114 ICPs

Financial assistance paid directly to universities totals ECU 15.64 million, or an average of ECU 2400 per university and ECU 9000 per programme. Out of the above total, the 79 ICPs selected under Action II of the LINGUA Programme, in accordance with a procedure common to both Programmes, are essentially concerned with future language teachers and those who study the least taught languages of the Community (Portuguese, Greek, Dutch and Danish). (Because the budget available for LINGUA for its initial year of operation is very limited, a large proportion of the ICPs in the field of modern European languages will continue to be supported under ERASMUS.)

The rate of participation of universities in the ICPs from each Member State is as follows (corresponding figures for 1989/90 are in brackets):

Member State	1990/91	%
Belgium	396 (277)	7.0
Denmark	198 (129)	3.5
Federal Republic of Germany	789 (619)	14.0
Greece	176 (121)	3.1
Spain	668 (456)	11.8
France	955 (767)	16.9
Ireland	185 (143)	3.3
Italy	585 (450)	10.4
Luxembourg	9 (7)	0.2
Netherlands	431 (334)	7.6
Portugal	237 (156)	4.2
United Kingdom	1022 (816)	18.1

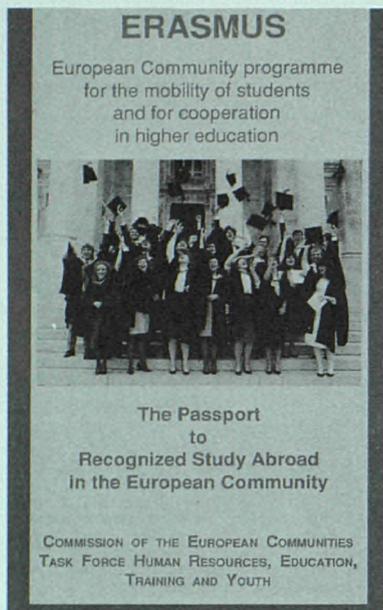
Student Mobility

During the first phase of ERASMUS, the amounts allocated to the different Member States for student mobility were distributed in accordance with two factors: the number of young people aged 18 to 25, and the number of students enrolled in higher education. Two additional factors, the cost of travelling between Member States and differences in the cost of living, have been added for the second phase (Decision of the Council of December 14th 1989). In addition, a minimum of ECU 200,000 is attributed to each Member State.

In order to encourage a more balanced pattern of exchange within the Community, the Commission also decided to make use of the reserve fund of 5% provided for in the amended Decision. Of the available budget, 2% will therefore be allocated to the Member States where the demand for student mobility is particularly high (Belgium, France, Ireland and the U.K.). The remaining 3% will be distributed so as to encourage mobility towards those Member States still under-represented as host countries (Denmark, Greece, Italy and Portugal).

Given the very high number of students selected in advance by universities, the Commission is to ask the Member States and the European Parliament to examine carefully the possibilities for complementary funding, especially with a view to assisting students whose social and financial situation is difficult.



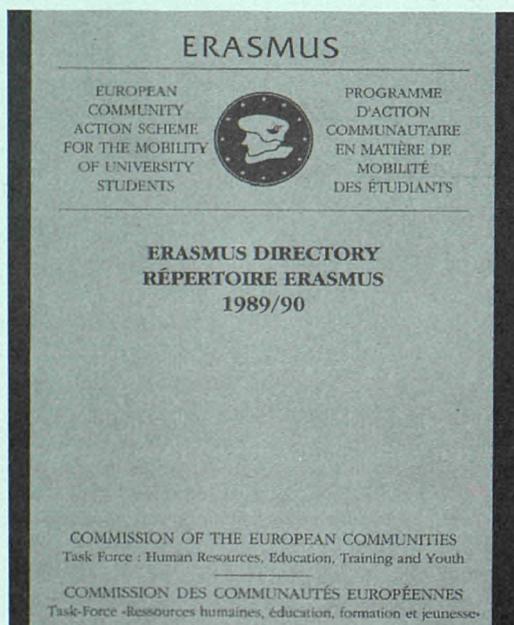
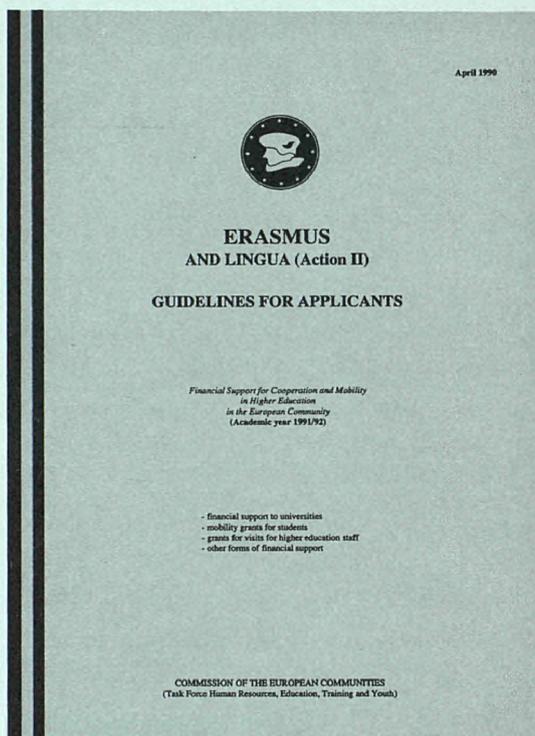


NEW ERASMUS Student leaflet

This leaflet has been specially prepared for students who are interested in taking part in ERASMUS. It contains helpful information about what ERASMUS is, how the study abroad is organised and a reminder concerning the conditions for the award of ERASMUS student grants. Advice and a list of useful addresses are also given for the purpose of obtaining further information. The leaflet is available from the ERASMUS Bureau on request (please specify quantities required).

ERASMUS and LINGUA (Action II) GRANTS 1991/92

Applications are now invited for financial support under ERASMUS and LINGUA (Action II) in the 1991/92 academic year. Detailed *Guidelines for Applicants* and application forms have been sent to all eligible higher education institutions, and further copies 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.



NEW

The *ERASMUS Directory of Programmes 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;
- an 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)

Medical Faculty Training and Management

Besides paving the way for new ICPs, several ERASMUS study visits have done much to further understanding of differences between national higher education training systems for a specific profession, which may affect their potential for cooperation. A visit organised by a francophone association of senior university faculty administrators provides an excellent example of such a project in medicine. The results of the visit were set out in an illuminating report prepared by Serge Caminade (University of Montpellier I) and Gilbert Vicente (University of Strasbourg I).

IN 26 days, 11 faculty secretaries-general went to as many institutions in seven EC Member States (the Federal Republic of Germany, Belgium, Ireland, Spain, Italy, Portugal and the U.K.). The data in the countries visited was supplemented by reference to already published material relating to those which were not to provide an EC-wide survey.

While a central aim of the visit was to compare features of training and management in EC medical and dental faculties, it also resulted in two synthesis reports. The first reviews the *numerus clausus* limiting access to first-year studies in medicine in the great majority of Member States, noting however that regulations vary and are based on the training capacity of medical faculties and an estimate of future demand for doctors. The second is a tabled comparison of data including conditions of access to medical studies, enrolment and graduation statistics and numbers of doctors compared

with population figures, conditions of entry to the medical profession, numbers of unemployed doctors, and mobility across the EC of students, new graduates and doctors. Individual country reports then provide a thorough descriptive account of faculty training and management in the countries visited.

The visit convinced participants that the European mentality has taken root in medical faculties - all those questioned during the project were familiar with ERASMUS, and one important outcome was the circulation in medical faculties of a list of people contacted who might be available for future cooperation ventures.

Copies of the report, entitled *Systèmes de Formation et de Gestion des Facultés de Médecine et d'Odontologie dans 7 Pays de la CEE* (price, FF 50), may be obtained from M. G. Vicente, 4 rue Kirschleger, F-67085 Strasbourg Tel: (33) 88.35.87.13. ■



At the Faculty of Medicine, Universidad Complutense de Madrid, during the visit. Left to right: Mr. Caminade who is President of the Association universitaire francophone ou européenne en Médecine et Odontologie (AUFEMO), Mr. Vicente Moya Pueyo (Dean of the Faculty), Mr. Elhnot (AUFEMO Casablanca) and Mrs. Elvira Martinez Parla (Directress of the Faculty).

DIARY

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

September 4-7, 1990: SEFI Dublin 90 - Annual Conference of the European Society for Engineering Education, School of Engineering, University College Dublin, Ireland.

Theme: *Design in Engineering Education*

Further information: SEFI Dublin 90, School of Engineering, University College Dublin, Dublin 4, Ireland. Tel: (353)(1) 693244. Fax: (353)(1) 838189.

September 20-22 1990: Congress of Transborder Cooperation in Higher Education, University of Trier.

Theme: *The contribution of universities in the development of the Saar-Lor-Lux-Trier-Westpfalz region.*

Further information: Congress Office: Dr. Petra Herkert, Universität Trier, Präsidialreferat, Postfach, D-5500 Trier, Federal Republic of Germany. Tel: (49)(651) 201.4246/201.4251.

September 26-27 1990: Joint Conference organized by the European Centre for Work and Society (ECWS) and the European Parliamentarians and Industrialists Council (EPIC), Salle "Monts des Arts", Comité Economique et Social, Brussels.

Theme: *Work and Social Policies in the New Europe.*

Further information: ECWS Conference 1990, Avenue de Cortenbergh 66, bte 13, B-1040 Brussels. Tel: (32)(2) 732.20.00. Fax: (32)(2) 732.24.64.

October 3-5 1990: Inauguration of the European League of Institutes of the Arts (ELIA), Hotel Krasnopolsky, Amsterdam.

Further information: Ms. Carla Delfos, Executive Secretary to the Organizing Committee, ELIA, c/o Amsterdamse Hogeschool voor de kunsten, Oudezijds Voorburgwal 195, P.O. Box 15079, 1001 MB Amsterdam, The Netherlands. Tel: (31)(20) 278232. Fax (31)(20) 229833.

December 6-8, 1990: Conference of the European Association for International Education, University of Amsterdam.

Theme: *The New Europe.*

Further information: Secretariat EAIE Conference, Gebouw Y-Point, Van Diemenstraat 344, 1013 CR Amsterdam, The Netherlands. Tel: (31)(20) 25.27.27. Fax: (31)(20) 38.61.19.

New EC Training Package for Central/Eastern Europe

On May 7th 1990, the Council of the European Communities adopted the Trans-European Mobility Scheme for University Studies (TEMPUS) to contribute by means of developing the higher education systems in the countries concerned to the overall restructuring of economic activity within the Central and Eastern European Countries beginning with Poland and Hungary. The Programme as currently conceived is planned in a five-year perspective, beginning with a pilot phase of three years. It is launched with effect from the 1990/91 academic year for which a budget of ECU 20 million has been earmarked.

TEMPUS is first and foremost about boosting the rôle of high-level training in meeting the needs of the countries of Central and Eastern Europe. It is designed to promote the qualitative development of higher education systems in those countries, and to encourage their growing interaction with partners in the EC through joint activities and appropriate provision for mobility. Although Poland and Hungary are the first Central/Eastern European countries to come within the scope of TEMPUS, it is expected that others will soon qualify, and this may already be the case by the time the present issue of the Newsletter appears.

Financial support under TEMPUS is available exclusively for "trans-European activities" in which there is participation by organisations both in those Central/Eastern European countries designated by the Council as "eligible countries", and in EC Member States.

TEMPUS focuses almost solely on activities at higher education level, both as regards study at higher education institutions and the development of their teaching capacities. However, in attempting to enhance the quality and relevance of the higher education systems of the eligible countries to social economic and cultural development, cooperation activities organized with partners outside the university system - for example firms - are eligible for support. Youth exchange activities will additionally be covered by TEMPUS, even where there is no link with higher education.

As in COMETT, ERASMUS and LINGUA, the term "university" is commonly used in TEMPUS to denote **all categories of officially recognized higher education institutions** in the EC Member States and "eligible countries", and the terms "industry" and "enterprise" to indicate **all types of economic activity**, including that of public and local authorities, chambers of commerce, professional bodies, foundations and bodies representing employers or employees.

Research activities may not be funded under TEMPUS, except where they are part of learning (as in postgraduate and doctoral studies). Continuing education and retraining in higher education falls within TEMPUS but in such a way as to complement the activities covered by the newly-established European Training Foundation. TEMPUS will thus provide in particular for continuing education which aims to meet the needs of university teachers, which emerges from a Joint European Project (see below), or is liable to contribute to improving universities' structural capacities for providing continuing education opportunities.

Priority subject areas identified to date by "eligible countries" include: management and business administration; applied economics; applied sciences, technologies and engineering; modern European languages; agriculture and "agro business"; environmental protection; social and economic sciences. While coop-

eration and mobility projects in these areas will receive preferential treatment under TEMPUS, projects in other areas may also be awarded support.

What does TEMPUS Support?

Financial support available under TEMPUS falls into three broad categories, as follows:

Action 1: Joint European Projects (JEPs)

TEMPUS is to support JEPs linking universities or enterprises (or both) in Central/Eastern European countries with partners in the EC. However, projects must include at least one university or enterprise from a Central/Eastern European country and partners in **at least two** EC Member States. There must be at least one university in a Central/Eastern European country

TEMPUS advenit! And EC TEMPUS Office staff get ready to help run the new Scheme at their Brussels premises.



involved in each project. Grants may be awarded for a wide range of activities which may concern a number of different cooperative education initiatives, strengthening of the structure of higher education, or "sector-specific" actions. Examples of the first are the development of mobility programmes, new curricula, or the provision of open and distance learning, as well as continuing education and retraining schemes. The second might include the creation or restructuring of higher education centres or institutions, or extending the capacity of universities to cooperate with industry. The third is aimed at improving higher education or training capacities in priority areas, notably the disciplines specified above.

Action 2: Mobility Grants for Staff and Students

In the case of staff, money is available for higher education teachers and administrators, or trainers from enterprises, moving from Central/Eastern Europe to the EC, or *vice versa*, for teaching and training assignments, practical placements or short visits for specific activities. Students may similarly move either way for periods of study or practical placements. For all types of mobility grants, priority will be given to applicants within JEPs.

Action 3: Complementary Activities

Money is available under this heading for European associations in higher education, publications and information activities, surveys and studies and youth exchanges.

Applications

TEMPUS is to be administered by the Commission of the European Communities, with the assistance of a central TEMPUS Office in Brussels, and in cooperation with national offices in the eligible countries of Central/Eastern Europe. Applications for TEMPUS support in the 1990/91 academic year must be submitted no later than September 30th 1990. They will be assessed in batches as they are received, and decisions taken on a rolling basis.

All applications for JEPs must be sent to the EC TEMPUS Office, and block applications for mobility organised within a JEP should be submitted as an integral part of the JEP application by the consortium of organisations concerned. Additional information about TEMPUS, including a Vademecum and application forms, is available from: TEMPUS Office, Rue de Trèves 45, B-1040 Brussels. Tel: (32)(2) 238.78.33. Fax: (32)(2)238.77.33. ERASMUS Newsletter No. 7

The EC Directives on Professional Recognition

In the past few years, several Directives relating to the mutual recognition of professional qualifications or experience and binding on the Member States have been adopted by the EC. Their aim has been to facilitate the growth of the Common Market, by encouraging freedom of circulation and provision of services throughout the Community, in accordance with the Rome Treaties. Although for some time these measures mainly concerned specific professional sectors, the most recent are broader in scope.

The principle behind earlier Directives relating, for example, to the medical and paramedical professions, pharmacy and architecture, has generally been agreement on the length and "core curriculum" of the study courses leading to the degree or professional qualification. However, on 21st December 1988, the Council of Ministers adopted a Directive "... on a general system for the recognition of higher-education diplomas awarded on completion of professional education and training of at least three years' duration".

Usually referred to as the "General Directive", it concerns the access to all regulated professional activities of both employed and self-employed persons generally rather than just a given sector. And, although, for example, engineers and teachers with a higher education training come within the scope of the Directive in all Member States, some sectors are covered in only some of them. Thus rather than seeking the "harmonization" of national curricula for a specific professional qualification, the Directive is based on "mutual trust and confidence" in the professional qualifications of another EC Member State. It gives individual rights to nationals of one EC country wishing to pursue a regulated professional activity in another, often with automatic professional recognition. Only in the case of important differences in education and training, or in the organization of the profession, may the host country require evidence of professional experience or impose a supervised training period or an aptitude test. Member States are now in the second half of the two-year period set by the Directive for adapting their national legislation to its provisions. Its implementation, with effect from January 1st 1991, will be instrumental in securing free movement of persons within the EC.

More recently, on 8th August 1989, the Commission presented its "Proposal for a Council Directive on a second general system for the recognition of professional education and training which complements ..." the General Directive. The proposal is the latest in a series of initiatives giving every Community national the right to have professional qualifications acquired in one Member State recognized or taken into account by another where the same profession is regulated. It applies to EC nationals with higher education diplomas for which training is "short", holders of secondary education diplomas, and certain persons without diplomas but with professional experience. The Commission Proposal is currently under discussion in the Council of Ministers. ■

Franz-Peter Küpper leaves ERASMUS team

The Director and staff of the ERASMUS Bureau extend their warmest good wishes to Franz-Peter Küpper of the Commission Task Force who recently relinquished responsibility, within the Commission, for the administration of ERASMUS. He leaves this work to take up similar responsibilities in the implementation of TEMPUS. Franz-Peter's involvement in ERASMUS was in retrospect just the latest episode in over 20 years' activity in which he has made an all-important contribution to the spectacular development of EC initiatives in the field of higher education cooperation. In the same period, the close professional yet friendly relationship which was forged between the Commission, the former Office for Cooperation in Education and, from 1987, the ERASMUS Bureau, owes much to his inspiration, and those of us who have had the privilege of working with him will greatly miss his constructive support and encouragement.

Third ECTS Plenary Meeting in Copenhagen

The representatives of the 84 higher education institutions in the six-year pilot scheme of the European Community Course Credit Transfer System (ECTS) launched operationally as an integral part of ERASMUS in September 1989, held their third plenary meeting in the University of Copenhagen, on February 19/20th 1990.

As the two initial plenaries took place during the preparatory year for the pilot scheme (1988-89), this was the first time that the ECTS Coordinators had met in plenary session since the first ECTS students went abroad at the beginning of the 1989/90 academic year. However, some of the five subject groups involved in the scheme (business administration, history, medicine, chemistry and mechanical engineering) had held group meetings soon after the students had gone abroad.

The plenary meeting enabled ECTS institutional and departmental representatives to discuss problems which have arisen in the first year of the pilot scheme, the main aim of which is to develop credit transfer as an efficient mechanism for academic recognition. Although departments had experienced few difficulties when allocating credit points to each of their courses and ensuring that the total number of points awarded per study year was 60, real problems were expected when the first "pioneering" ECTS students returned to their home institutions and expected full recognition for courses and examinations successfully completed at the host institutions. However, given the careful preparation and counselling of ECTS students before their departure abroad and the remarkable willingness of ECTS coordinators to overcome traditional hesitancy about recognising foreign study, the meeting was confident that most problems would eventually be resolved. Subject group meetings are taking place later in the year to discuss such issues.

Though only a small percentage of the 600 students moving within ECTS in this first year, a number of ECTS students are intending to remain at a host institution, or move to a third institution after their initial period of foreign study, and it will be interesting to monitor this development as the ECTS scheme evolves further.

The constructive quality of the discussion, in Copenhagen, by subject area groups was no doubt a result of increased contact between the individual ECTS coordinators who carry main responsibility for the rapid development of the pilot scheme. There was preliminary examination of an evaluation strategy for the six-year phase of the pilot scheme (1989-1995), as the Commission is anxious to ensure a quality assessment of the initiative. The meeting also considered linguistic facilities in the ECTS institutions and the evolution of the financial support system for ECTS.

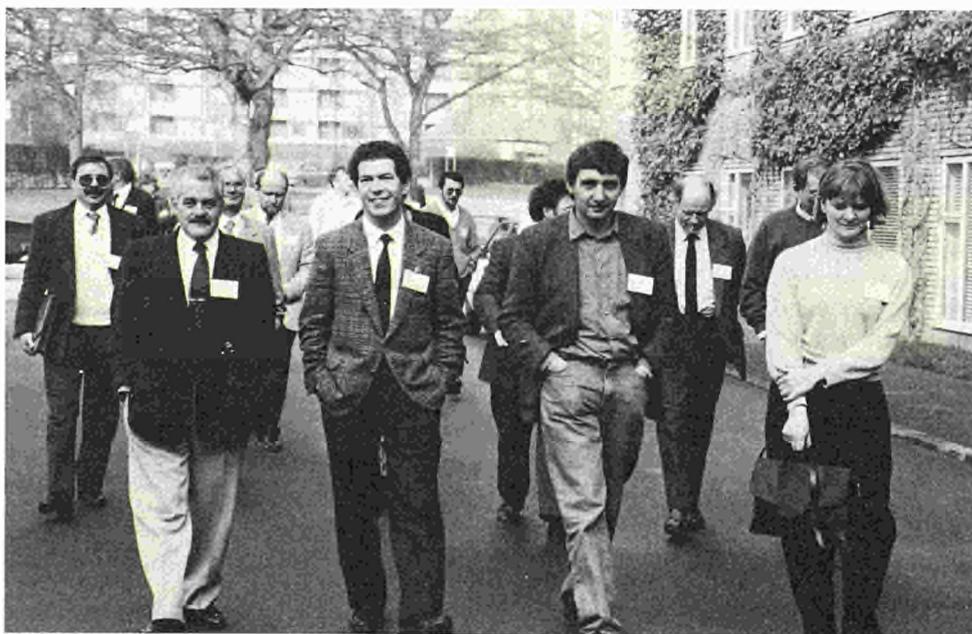
An ECTS plenary meeting will remain an annual event. There is continued great emphasis on the decentralized management of the pilot scheme, and the dedication of all subject groups in resolving problems as they emerge is most encouraging. ■

ECTS Newcomers

In the last year, University College Dublin and the University of Manchester have joined the ECTS pilot scheme in the medicine subject group. The history group has been joined by the University of Athens and the University of Poitiers which replaces the University of Paris VII.

CORRIGENDUM

The International School of Italian Language and Culture in Siena has drawn our attention to its status as a higher education institution recognized by Law No. 359 of May 11th 1976, and not "a private State-recognized institution" as described recently in the *ERASMUS Newsletter* (2/89, "Siena School helps ERASMUS Language Learners", p. 5). We apologize for any misunderstanding this error may have caused.



ECTS coordinators visit the University of Aarhus, the Danish participating institution in ECTS chemistry, at the end of the plenary meeting.

Portuguese NGAA looks back on First Year

In February 1990, the ERASMUS National Grant Awarding Authority (NGAA) in Portugal (the Agência Nacional para a Administração de Bolsas) completed its first year of operation. This initial period is regarded as "very satisfactory" by NGAA Director, Professor Rogério Rocha, who in the following interview went on to talk to the *ERASMUS Newsletter* about the work in more detail.

Newsletter: *What are the ways in which you feel early progress to have been most positive?*

RR: I think, first, the fact that it was possible to establish a small, quite simple, system, in which relations with the students, the "universities" and the ERASMUS Bureau are functioning effectively. The NGAA has an institutional framework which has proved efficient, and an autonomy which has facilitated operations. Relations with the Universities are excellent, and the network of ERASMUS coordinators permits an easy dialogue with the NGAA and the rapid solution of any problems which arise.

Newsletter: *The NGAA is one of several which are located in, and are a part of, Ministries of Education in EC countries. What advantages and disadvantages does it bring?*

RR: This arrangement, and particularly the physical liaison with the Coordinating Group of Community Action in Education (GCACME) in Portugal, has enabled staffing, equipment and running costs (especially communication costs) to be settled immediately. In periods when the workload is intense, we can draw on additional support (like basic typing and information). As to disadvantages, none are as yet apparent.

Newsletter: *The large well-established universities in Portugal are strongly represented in ERASMUS. What special measures are needed to encourage smaller institutions also to participate?*

RR: The participation of smaller newer "universities" where the qualifications are still being consolidated and the teaching staff has not reached a stable quota, is ensured by finding similar institutions in other Member States, with courses in the same area. There is some resistance by large universities to participating in ICPs with smaller less prestigious institutions not necessarily inferior academically. Because

institutions like the newly-established Escolas Superiores (higher level colleges) have much less institutional "weight" than institutions with courses in traditional areas like medicine or law, they should be encouraged with substantial preparatory visit grant support and regular briefing sessions.

Newsletter: *Portuguese universities have a reputation for being good and serious partners in ICPs. What is the value to them of ERASMUS participation?*

RR: Because the Portuguese are culturally open to communication with other peoples, the possibility of enjoying new contacts aroused much immediate interest. Teacher and student mobility, which permits numerous exchanges of experience in the teaching area, is highly beneficial to the whole Community.

Newsletter: *Why do so many individual students ("free movers") apply for an ERASMUS grant?*

RR: Grant applications from these students, which I do not regard as high (roughly 100 in 1990/1991), may be explained, first, by the considerable number of institutions outside the European University Network; secondly, by unawareness, on the part of students in some institutions, of already existing ICPs; and, thirdly, by the natural desire of Portuguese students (especially when strong in a foreign language) to communicate with other peoples and to get to know other cultures.

Newsletter: *What do you think about the ERASMUS Phase Two Decision and, in particular, how do you think the new provisions regarding Action 2 will affect the future activities of the NGAA?*

RR: There is no doubt that the Phase Two ERASMUS Decision will affect the



Into year two at the Portuguese NGAA for Rogério Rocha and Gabriela Bragança (standing), Teresa Pedroso (seated left) and Célia Chamiça.

development of the Programme positively. The use of geographical distance and difference in the cost of living between Member States in calculating the budget for each NGAA should enable greater participation by countries such as Portugal, Greece and Ireland.

Unfortunately, the student mobility grant budgets to be managed by NGAs in the 1990/1991 academic year do not seem to reflect the demand for ERASMUS among universities in the Member States. The new budget for ERASMUS is unlikely to affect the NGAs, but the Programme itself may be affected because it will no longer meet the expectations and prospects it generated among EC students and may lose the spirit of success and dynamism of the first phase. I think that 1990-1991 will be decisive for the development of ERASMUS in Portugal. ■



ERASMUS and the Oxford Collegiate Structure

by
Anne LONSDALE
Information Officer, University of Oxford, U.K.

OXFORD University is not new to European exchanges. Our first foreign student is said to have been Odo, in 1192, from what was then known as "the Low Countries". True, the last 200 years have seen greater emphasis on Oxford's rôle as a leading university of the English-speaking world, including the Commonwealth and North America. But in the past decade, there has been a notable increase, at Oxford, in both undergraduate and postgraduate students from elsewhere in the EC. And we now welcome the opportunity offered by ERASMUS to make these expanding links a two-way traffic, offering new opportunities for our own U.K. students, but also increasing the range and number of those from other Member States.

Any delay in taking full advantage of what ERASMUS, and now LINGUA, have to offer is due to the particular difficulties of a collegiate university. Oxford (and Cambridge) are, as far as I am aware, the only European universities to retain in full the collegiate structure of which traces linger on elsewhere, for example at Leuven. Oxford's 35 colleges are autonomous institutions with their own charters and statutes. They are responsible for selecting their own students, and providing for their accommodation and welfare, and for the all-important tutorial teaching in undergraduate courses. The University provides the laboratories and research libraries, supervises graduate students and offers lectures and seminars for all through its 16 faculties. It also awards degrees.

So the functions on which a successful ICP depend are divided between the University, which oversees academic recognition, for example, and the college, which will want a hand, if only as a formality, in selection of students, and be wholly responsible for providing accommodation. At the outset, therefore, Oxford had to decide whether incoming ERASMUS students were to be regarded as a transitory group and college

members only, like those on U.S. Junior Year Abroad programmes, or to be matriculated as full members of a college *and* the University. The latter course was chosen, notwithstanding the slightly higher administrative hurdles and the greater cost to the colleges and the University.

Take, for example, the case of a new ICP. The usual timetable for undergraduate admissions to Oxford starts a year before the students arrive, on October 15th - the date by which all applications for the following academic year have to be in. While our ICP coordinators in Oxford or other EC universities cannot normally supply details of the incoming students they would like our colleges to admit as early as that, they are expected to do so no later than six months in advance of their preferred date of arrival, even where a decision from Brussels on financial support is still awaited. Colleges also need transcripts and references for the incoming students, so as to maintain their traditional oversight of the highly competitive standards for selection and admission. Among the important consequences of admission by a college are the guarantee that the student will be found accommodation during his or her stay, preferably in the college itself but certainly with its help. This can make a major difference to the costs of study, and also

ensures that students are integrated quickly into the university community through the social and welfare networks which the college operates.

This is just one instance of several difficulties for ERASMUS at Oxford, which stem from the division between the central University and the autonomous colleges, and which we now believe we have overcome. In 1989-90, 15 ICPs ran, and 21 are planned for 1990-91. ERASMUS bids fair to be a most effective route to a new strengthening of our 800-year-old links with the rest of Europe.

There is real demand, particularly from our graduate students who have a little more time to contemplate a study period abroad than those reading for 3-year undergraduate degrees. They have formed a university society, Students for Educational Exchange, which will make a useful pressure group for the future. It seems clear, too, that ERASMUS will act as a stimulus to study abroad, extending well beyond the confines of its own ICPs and, and in the light of recent developments, probably beyond the EC. Erasmus, on his visit to Oxford in 1499, is said to have made a lasting impression on the teaching of Greek. His namesake's influence on the University will, it seems, be even more widespread. ■

*(Photo: Martin C.T. Mitchell)
ERASMUS at Oxford ... new horizons for dreaming spires?*



ERASMUS Information Campaign in Greece

At the initiative of the Commission, an ERASMUS information campaign was organised between February and June 1990 in Greece, with the support of the Greek Ministry of Education. During the campaign, all Greek higher education institutions were visited by members of a "flying squad" team specially set up for this purpose. The team consisted of ten Greek university professors well-known for their commitment to Europe as coordinators or participants in ERASMUS ICPs. Towards the end of the campaign (May 23rd and 24th), two major assemblies took place in Athens: the first involved a representative group of around 40 former Greek ERASMUS students; the second,

all the Greek ICP university staff coordinators or participants. The aim of the meetings was to complete evaluation of the implementation of Phase One of ERASMUS in Greece, in conjunction with the information part of the campaign.

The Greek Minister of Education, M. V. Kontoyannopoulos, formally opened both meetings, and Mrs. Vasso Papandreou, the EC Commissioner responsible for education matters gave a speech to the ICP directors on the rôle of higher education in 1992 and the Greek participation in ERASMUS. A longer article on the information campaign will appear in the next issue of the *ERASMUS Newsletter*. ■

European University PR Meeting in Siena

Organized by the Association of European Universities Public Relations and Information Officers (EUPRIO) and hosted by Siena University, the meeting, on 27-29 April, had as its theme "Higher Education Information Flows in Europe, a Southern Perspective". Over 60 EUPRIO Members attended and the guest of honour was Roberto Barzanti, Chairman of the European Parliament's Committee on Youth, Culture, Education, Information and Sport.

A major focus of the meeting was ERASMUS and the other EC training programmes with contributions from Sandra Pratt (Task Force) and Philip Clist (ERASMUS Bureau), and discussion of the implications of the programmes for university PR, particularly in complementing information strategies developed in Brussels. **Further information:** EUPRIO, rue de la Concorde 51, B-1040 Bruxelles. Tel: (32)(2) 512.17.34. ■

Capital City University Network Launched

A network of universities located in the capital cities of Europe was recently launched at the Université Libre de Bruxelles (ULB). The universities are felt to share certain distinctive features like extensive curricula, metropolitan roots, national orientation and close contact with the problems of large cities.

The founder members are the Freie Universität Berlin, the Technische Universität Berlin, the University of Bonn, the Université Libre de Bruxelles, the Vrije Universiteit Brussel, the University of Copenhagen, the Universidad Autónoma de Madrid, the Universidad Complutense de Madrid, the University of Amsterdam, the Universidade Nova de Lisboa, the University of London, and the University of Edinburgh. A number of additional universities have also been contacted.

The Network will distribute information among its members, strengthening cooperation between them. Work is to be coordinated by a Steering Committee responsible for defining new areas of activity, and working groups on subjects like urban problems and student problems in capital cities. A plenary session is planned for September 1990. **Further information:** ULB Rectorat, Avenue F.D. Roosevelt, 50, C.P. 130, B-1050 Bruxelles. Tel: (32)(2) 642.25.16. ■

During Ireland's EC presidency in the first half of 1990, Irish Education Minister Mrs. Mary O'Rourke, T.D., addressed a European seminar in Waterford (Ireland) on "EC Construction Management for the 1990s", on March 28th. Organised by the Waterford Regional Technical college (WRTC) and the Institution of Engineers of Ireland (IEI), the seminar was part of a week-long ERASMUS intensive ICP in construction management, involving WRTC, Fachhochschule Karlsruhe, the Université de Savoie and Trent Polytechnic, Nottingham. With the Minister are, left to right (standing), Eugene O'Sullivan (WRTC), Ray Bousfield (Trent Polytechnic) Phil Callery (IEI), Terry Lane (Trent Polytechnic), Heinrich Eing (FH Karlsruhe) and (seated) Michael Doyle (ICP coordinator at the WRTC) and Ray Griffin (WRTC Principal). ■



ERASMUS Alumni Group Launched

As ERASMUS has developed, many who have studied abroad thanks to the Programme have sought to pool their experience for the benefit of others hoping to follow in their footsteps. The founding congress took place in Copenhagen recently of the ERASMUS Student Network (ESN) - an international association of "sections" based on initiatives at different universities, in which ERASMUS students have organised themselves in order to help such students from other universities.

Open to ERASMUS students and invited representatives of similar associations from the 12 Member States, the Copenhagen meeting was attended by around 50 participants, including members of the European Youth Clubs Association (EURYCA). The guest speaker was Lars Kirdam from the Danish ERASMUS National Grant Awarding Authority (NGAA).

The Congress formally elected the first board of officials of the network, drew up its statutes and established its own status as supreme governing body of the new association, the administrative headquarters of which are to be in Utrecht. The meeting also discussed several of the main issues and problems liable to face the network, among them the question of its own funding, publicity and future extension, student integration at the host university as facilitated by close personal supervision on the part of staff or students, the utility of a central data base to provide information for students, and the role of the network in evaluation of the ERASMUS Programme.

There was overriding agreement at the meeting that the main purpose of ESN should be practical help and integration of foreign students in each university. A board meeting of ESN is planned for September 29-30th 1990, and the next general meeting is to take place on February 8-10th, 1991. **Further information:** Desiree Majoor, President: POB 15177 3501, BD Utrecht, the Netherlands, Tel: (31)(20).92.82.54 or Mads Stenbæk, Tel: (45)(31)23.34.82. ■

Classics Students Step up Mobility

Classics students at the Free University of Berlin are using ERASMUS support to help boost the mobility of fellow students in the same subject throughout the EC. At the founding convention of their European Association of Students of Classical Philology (S.E.C.) in Berlin on April 23-28th, well over 50 students from 16 countries met to strengthen their personal contacts, and to start pooling information

on the study of classics at European universities.

The Berlin students have already launched a brochure *Desiderius*, as a pilot project in 1989. The next meeting of the Association will be in Madrid in 1991. **Further information:** Desiderius-Bureau, Free University of Berlin, Ehrenbergstrasse 35, D-1000 Berlin 33. Tel:(49) (30)838.27.67.



It's the Tour d'Europe! "Management by bicycle" was the motto of 22 students from the Fachhochschule Reutlingen - all would-be future managers - taking part in the European Study Programme for Business Studies (ESB) - an ambitious ERASMUS ICP, involving also the Groupe ESC Reims, Middlesex Polytechnic, London, and the Universidad Pontificia Comillas, Madrid. The student cyclists set out from Reutlingen in April for the 1400

km distant seaside resort of Torquay, U.K., to attend a "European Business Weekend" with over 1000 students, teachers and graduates from the partner institutions. In Brussels, they were met by European Parliament and Commission representatives, and also welcomed by ERASMUS Bureau staff members, Thomas Arnold, Olivier Ramsayer and Dieter Dollase (left to right at the left of the photo). ■

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