

ERASMUS Student Homes: A Crisis in the Making

erasmus
newsletter



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





(Second Secretary, Finnish Mission to the EC), Ralph Friedländer, (Federal Office for Education and Science, Berne, Switzerland), Bertil Legnesteedt (Attaché, Swedish Mission to the EC).

SIGNING ON:

Negotiations are on course to determine the conditions under which countries in the European Free Trade Association (EFTA) may soon take part in ERASMUS (see Editorial). A major hurdle was cleared on February 14th 1991, with the signing of a draft agreement by Commission and EFTA representatives. The agreement has still to be ratified by the EFTA countries and the European Community. Left to Right: Lutz Musner (Head of European Educational Office, Vienna), Tore Chr. Malterud, (Counsellor, Norwegian Mission to the EC), Eric Hayes (Head of Unit DGI and chief negotiator for the Commission), Friedrich Hamburger (Ministerial Envoy, Federal Ministry for Foreign Affairs, Austria, and chief negotiator for EFTA), Jaana Pirinen

SIGNING OFF:

Prizewinners relax together during the reception which closed the ceremony held to award the first ERASMUS prizes of the European Community on December 5th 1990 (see p. 6).

Photo: Laszlo Árány



The front cover photograph is of an occupied study bedroom at the University of Exeter, U.K. Among EC Member States, only the U.K. is reported to be able to house more than 10% of its student population in university accommodation.

ERASMUS Newsletter

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.

Editor: Brian Frost-Smith.

Editeur responsable: Alan Smith.

The articles and texts appearing in this publication may be reproduced freely, in whole or in part, with due reference to their source. Articles with an attributed authorship do not necessarily reflect the policy or views of the Commission of the European Communities.

© Catalogue No.: CE-AB-90-003-EN-C.

Printed in Belgium.

EDITORIAL

FOR the coming academic year, the budget for ERASMUS and Action II of LINGUA combined has increased by around 20% compared with the present year. Over the same period, the demand for support of inter-university cooperation programmes (ICPs) has increased by around 30%, and the number of students for whom grants are requested by around 40%. ERASMUS, as a French newspaper has eloquently put it, is in danger of becoming a victim of its own success. In order to arrive at a well-balanced selection of projects in this tight situation, the Commission — in consultation with the ERASMUS Advisory Committee — has once again been treading the tightrope, seeking to preserve the forward momentum of ERASMUS on the one hand while necessarily limiting the numbers of students participating on the other. Without such limitation, the sums of money awarded to each student and to each institution would have fallen below a critical minimum. Similar considerations underlie the Commission's decision to give the National Grant-Awarding Authorities (NGAAs) discretion to limit the number of grants awarded to students within very large ICPs, in order to provide more possibilities for accepting new ICPs.

Lack of funds is not the only obstacle to further growth. The quantitative expansion of ERASMUS is also being thwarted, as the special feature in this issue of the *Newsletter* demonstrates, by the increasingly acute problem of finding adequate accommodation for ERASMUS students. A concerted initiative will be necessary at all levels to deblock this situation.

But all is not gloom. The Council of Education Ministers of the 12 EC Member States have reiterated their commitment to the further development of ERASMUS, and this is finding welcome expression in the ever-increasing range of complementary support schemes introduced by the Member States, notably in the form of top-up grants for students. Such schemes now exist in all Member States bar two.

Furthermore, the geographical horizons of ERASMUS are broadening — in two directions. Firstly, the higher education institutions located in the "Five New Länder" of the Federal Republic of Germany will be eligible for support under ERASMUS and LINGUA Action II from July 1st this year, and their response to ERASMUS has been very encouraging: already at this early date it is clear that the Programme will have a major contribution to make to the integration of these institutions in the European academic community. Secondly, negotiations have been completed with the six countries (Austria, Finland, Iceland, Norway, Sweden and Switzerland) belonging to the European Free Trade Association (EFTA) and Liechtenstein concerning the formal extension of ERASMUS to these countries. If ratified by this autumn, the extension will be effective from the 1992/3 academic year, and on this assumption an information campaign is currently being conducted in all the EFTA countries. An important detail in this regard: both the extensions of ERASMUS will be accompanied by cost-covering increases to the budget, thereby ensuring that the volume of mobility within the Community is not in any way curtailed.

CONTENTS

Editorial 1

ERASMUS ICP news

ICP Staff Exchange breaks New Ground	2
Pooling Expertise in Celtic Culture	2
Staff Exchange Stepping Stone to Student Mobility	3
The Rewards of Exchange in Engineering	4
Three-country Staff Exchange in Construction Architecture	5
ERASMUS and the EFTA Countries	5

News from Brussels

First EC ERASMUS Prizes Awarded 6

Focus

Make Students more European,
say University Heads..... 9

Forum

ERASMUS Student Homes Abroad
A Crisis in the Making 10

The Scale of the Problem	10
ERASMUS Student Homes Abroad Getting at a policy	11
How EC Students are Housed	12
ERASMUS needs Beds - and More!	13
Avoiding ERASMUS ghettos	15

NGAA News

A Unique Role for Luxembourg NGAA	16
--	----

ICP STAFF EXCHANGE BREAKS NEW GROUND

The Commission's declared aim of quickly raising the proportion of "mobile" students in the EC to 10% of its total student population has led to ERASMUS student mobility ICPs taking the lion's share of ICP funding to date. But ICPs with teaching staff mobility are by no means the poor relation of student exchange. They complement it. Students unable to move have a chance to experience different teaching styles and expertise imported from abroad. Teachers can enrich curricula by pooling their areas of specialization, and develop their own approaches and methods in the light of collaboration. And teaching exchanges are often the first step in ICPs which introduce student mobility at a later stage. We examine an interesting sample of projects, some of them launched by smaller Member States.

Pooling Expertise in Celtic Culture



Making the most of relatively scarce teaching resources in a minority subject has been the main aim of a successful staff exchange ICP network in Celtic languages and civilisation, which has a thriving student mobility component too. While most of the nine universities involved, including the coordinating institution, the University College, Galway, are rooted firmly in Celtic soil, the ICP has also attracted academic interest further afield. Galway ICP coordinator Professor

Gearóid Mac Eoin explains.

THE ICP — in which the other participants are the Université de Bretagne occidentale (Brest), the University College of Wales (Aberystwyth), University College Cork, and the Universities of Ulster (Coleraine), Aberdeen, Bonn, Freiburg and Utrecht — covers the living Celtic languages (Breton, Irish, Scottish Gaelic, and Welsh) and their medieval and modern literatures, as well as the history, anthropology and archaeology of the Celtic countries. Since Celtic in "continental" European universities is very much a minority subject it tends to be taught within larger departments, such as English or Linguistics, when teachers in these departments devote their time and energy to instructing small numbers of students in a subject frequently peripheral to the main work of their department.

In the Celtic countries — meaning those in which a Celtic language is still spoken — there are specialist university departments for these languages and literatures, while in departments in subjects like history and archaeology, special attention is paid to the areas of these subjects which relate to the country in question. On the other hand, the universities of the Celtic countries tend to be smaller than those of the continent and to be less well equipped to offer a wide choice of the broader subjects which provide the theoretic backing for work in Celtic languages and literature. Examples are subjects such as linguistics and medieval European Literature which few universities can cover completely but which are more comprehensively catered for in the larger universities. Thus there was

seen to exist a complementary distribution of resources among universities engaged in teaching Celtic studies and the network was established to pool these resources and to make them available in their entirety to the students of all the universities concerned.

Since 1988, there have been five staff movements in all, namely three visits by staff from Aberystwyth and Galway to Freiburg and three by lecturers from Freiburg to Aberystwyth, Brest and Galway. Visits varied in length from a month to nearly four months. As far as possible, classes at the host universities were taught as requested by local colleagues to fit in to the (host) teaching programme. There was also every effort to make use of the special expertise of the visiting staff available to the students. Thus Dr Steven Tranter (Freiburg) who has a specialisation in Old Norse, besides Celtic, lectured in Galway on the relations between medieval Irish and medieval Norse literature. This fitted very well into a pre-existing interdisciplinary course on heroic literature, adding a dimension which it had not been possible to include previously. In Freiburg, Dr Ian Hughes (Aberystwyth) gave a series of lectures on aspects of medieval Welsh literature, thus complementing the language classes which have existed there for many years. In Brest, Professor Herbert Pilch (Freiburg) lectured on Celtic phonetics introducing new insights and new methodologies to the students. In Freiburg, Professor Gearóid Mac Eoin lectured and held seminars on medieval Irish language and literature. And in the present year, as visits continue, Dr Rolf Koedderitzsch (Bonn) will visit Cork for ten weeks and lecture on continental Celtic, which is a new subject at that university.

Up to now these exchanges have taken place in the period when one university is on vacation while the other is still in term (as, for example, when the Irish academic year finishes in mid-May, while German universities continue teaching until mid-July). Advantage has been taken of this kind of difference to organise lecturing visits without disrupting the teaching programmes at the home university. Thus staff travel without worrying about re-scheduling of their classes at home or possible arrangements for substitution. They do however have to give up their vacation period to teach abroad, a sacrifice that can scarcely be expected on a regular basis. Apart from anything else, any writing or research they may have wished to do during the vacation has to be postponed.



Gaelic at Galway - the hub of an exciting ICP staff exchange.

Following a review of the exchanges, the idea of giving formal academic recognition to the work of students taught at any university within the network is under consideration. The proposal is that a student from any university

in the network may take courses and examinations at one or more of the others and receive credit for them at the home university, leading to the "European Degree in Celtic Studies". □



ICP Staff Exchange breaks New Ground!

Prospecting rock samples near Lisbon in a staff exchange ICP in geology coordinated by the Universidade Nova de Lisboa. Left to Right: Mr. José Carlos Kullberg, Mr. Paulo Sá Caetano, Professor Rogério Rocha (ICP Project Director at the Universidade Nova); Mme. C. Ruget (Institut Catholique de Lyon).

Staff Exchange Stepping Stone to Student Mobility

An ERASMUS staff mobility ICP in Romanian studies now in its third year has more recently resulted in a student mobility component, besides mobilising academic expertise in a field of exceptional contemporary interest. Coordinated by the Universitaire Instelling Antwerpen at Wilrijk in Belgium, the ICP includes the Universities of Tübingen, Paris IV, Udine and Amsterdam, and the Paris Institut national des Langues et Civilisations orientales (INALCO). ICP Project Director, Professor L. Tasmowski-De Ryck (Antwerp), describes the initiative.

THE ICP was not originally conceived as for teaching staff mobility. Yet, in the preparatory stage (1987), the partners felt it was wrong to plunge their students into Europe without familiarising themselves with problems at the grass roots and making sure their approaches were compatible. Thus, staff mobility was seen as a preparation for student mobility.

The ICP sought to rationalise the teaching of Romanian in Western Europe, helping the small centres in the partner universities to pool their different areas of expertise. The participants also wanted to address different student audiences. They thus had to reconcile the demands of a normal academic workload with the one-month stay abroad which ERASMUS required, integrate their teaching contributions into the host university curricula, and find suitable

ways of assessing students. They thus set aside one month of their summer holidays to teach abroad. This activity was either considered an integral part of the workload of the staff member, or added to the curriculum with the agreement of the university authorities. The visiting lecturers worked together on exam questions, and interviewed students about their work and progress for assessment purposes.

There have been few practical difficulties and no language problem, as all participants are multilingual. The partners offered each other assistance with accommodation, or relied on personal contacts, though there is no guarantee that such arrangements will work unfailingly every year. It would be helpful if a budgetary surplus on accommodation one year might be carried over to cover possible expenses on rent or

hotel accommodation in later years. The introduction of multiannual funding is welcome since it facilitates the search for somewhere to live abroad and makes for lectures with a greater emphasis on continuity.

The teaching staff exchange enables an evaluation of studies based on uniform criteria, which neither penalise or bestow unfair advantages on non-ERASMUS students. Moreover, students in general welcome with pleasure someone "from outside" who presents things in terms of a somewhat different value system.

One reason why participants are prepared to assume the extra workload imposed by the ICP is that several of them are Romanian by birth. They have thus been driven by a sense of commitment towards the culture they inherited



Professor L. Tasmowski-De Ryck, with Professor S. Alexandrescu (Amsterdam), pays tribute to her other ICP partners, Professor E Coseriu (Tübingen), Mme. C. Durandin (IMALCO), and M. A. Niculescu (Paris IV and Udine).

and have been able to communicate this way of thinking to others.

Our most spectacular ICP achievement has been the development of an integrated programme. At Antwerp, it is now possible to obtain a Certificate of Romanian Studies by combining the teaching there with the courses offered at the partner universities. The administrative board of the University has approved the creation of this certificate on the firm understanding that it be linked to the ERASMUS initiative. For the future, it seems appropriate now to find the time for the preparation of texts for a common course, to devise research themes and to broaden the project to include other institutions.. □

The Rewards of Exchange in Engineering



Two hurdles often facing staff mobility ICPs are the need for lecturers to learn a foreign language for teaching abroad and to keep activities at home on the move while they are away. After finding ways round these and other problems, the *École Nationale d'Ingénieurs de Saint-Etienne* views both the ERASMUS staff exchange ICPs it coordinates as an unqualified success. Robert Meillier who runs the International Relations Department explains.

IN 1989/90, the second year of these staff exchanges, the first ICP involved the Universität Gesamthochschule Siegen (Federal Republic of Germany) and Portsmouth Polytechnic (U.K.), and the second, the University of Patras (Greece). All staff participants readily acknowledged they had a unique opportunity to discover a different education system and new approaches not only to teaching, but also to technological, industrial, and cultural matters. All said, too, that their experience had been of immense benefit to them in both personal and professional terms.

In 1989/90, the ICPs involved a total of eight staff from the four institutions, one or two going abroad from each. The staff gave courses in their areas of specialisation which included automation, materials science, production, design, and vibrations analysis. All were unanimous that the prior week-long visit they undertook to partner institutions to see their opposite numbers, draw up the lecture programme and sched-

ule and organise the practical aspects of their visit, like accommodation, was a vital ingredient in ensuring the success of the exchange.

All lecturers spent at least a month in the host institution. Here their teaching (five hours a week on average) was an integral part of the normal curriculum for first- to fifth-year students enrolled for the *Diplôme d'ingénieurs* in mechanical engineering. They were also able to take part in other activities, including tutorials, practical work, examination assessments and visits to firms.

True, there were problems to be overcome. At first, it was hard to find lecturers to go abroad, essentially because of uncertainty regarding the aims of the exchanges, linguistic difficulties or other commitments. Volunteers came finally from among staff already involved in the student mobility ICPs between the partner institutions, which had begun a year earlier, in 1987/88. Linguistic difficulties were handled on

a case-by-case basis: some lecturers already spoke the language of the host country, others went on intensive courses, yet others taught in a third language, most frequently English for courses in France or Germany. And as regards other commitments, institution heads granted concessions to teaching staff in matters like organisation of their course timetables, replacement by other colleagues and leave of absence. Yet what finally persuaded several of the more hesitant lecturers to go abroad were the enthusiastic initial reactions of those who had been first to volunteer, not to mention very positive feedback from those of their own students who were taught by incoming lecturers from the partner institutions. Indeed, such students have found that this "foreign" teaching awakens them to fresh approaches, techniques and attitudes which stimulate enormously their own curiosity and motivation. □

Three-country Staff Exchange in Construction Architecture

A successful teacher mobility ICP in construction architecture begun in 1989 is coordinated by Horsens Polytechnic, one of the largest in Denmark. It now involves one other Danish institution and four more in the Netherlands and the U.K.

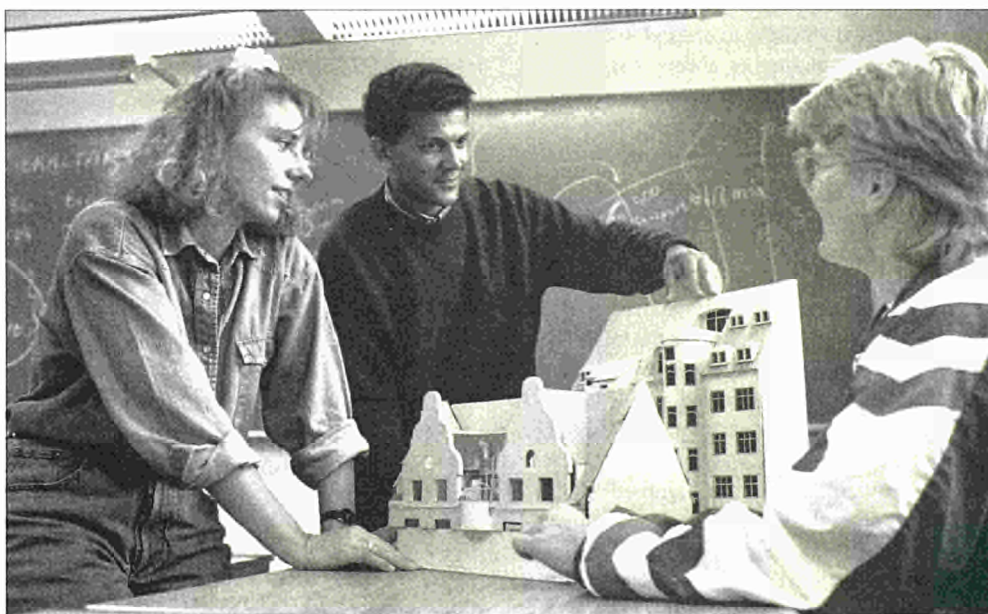
THE Polytechnic offers the three-and-a-half year training of "Bygningskonstruktør" BTH ("Constructing Architect") in its department of design technology. There is great enthusiasm for ERASMUS among the staff who are well aware of the many Danish qualified constructing architects already working elsewhere in the EC.

In 1989/90, Danish architect, Erik Toft, and engineer, Jan Wolff, lectured within the ICP in the U.K.. They stress the key benefits of increased proficiency in English and far greater awareness of U.K. planning and construction methods. U.K. lecturers from the University of Bath and UMIST (Manchester) who visited Horsens in the same year did multi-disciplinary project-based work and provided a more varied view of English building and architecture, which led to an overhaul of the course at

the Polytechnic. In 1990/91, the network has been joined by the Haagse Hogeschool (the Hague), the Polytechnic of Wales, Pontypridd, and the Royal Danish Academy, Copenhagen. The project-based curriculum is proving very well suited to ICP exchange arrangements.

Because several lecturers said they did not want to leave home for four weeks or more, an attempt is being made to introduce two-week staff exchanges. Horsens says this will encourage greater planning flexibility and make the ICP more accessible to staff with families.

The ICP also has a flourishing student mobility component. Department head Gunnar Eriksen says, "I can only express admiration ... ERASMUS may have resulted in an increased workload ... but it has also added ... interest, vision and excitement to our daily routine". □



Horsens Polytechnic lecturer Ernest Müller (centre) discussing conversion assignment with 5th semester students, Helle Egebjerg Hansen (left) and Margit Gade Johansen (right).

Photo: Søren Holm/Chili.



ERASMUS and the EFTA Countries

With effect from the 1992/3 academic year, subject to the ratification of the respective agreements between the EC and each of the countries concerned, students and higher education institutions from countries belonging to the European Free Trade Association (EFTA) and Liechtenstein will participate in the ERASMUS Programme. The EFTA countries are Austria, Finland, Iceland, Norway, Sweden and Switzerland. The *Guidelines for Applicants 1992/3* which have recently been sent out to all higher education institutions include special reference to this extension of the Programme and all interested in availing themselves and their institutions of this opportunity to expand cooperation activities to new partners should study the relevant section on ERASMUS and EFTA carefully.

The EFTA countries are to participate fully in ERASMUS, in ICPs, in the ECTS and NARIC networks, in Study Visits, in Action 4. However, there are some restrictions of which the most important are:

⇒ ERASMUS cannot support intra-EFTA mobility: neither EFTA students nor EFTA university staff members (nor indeed EC students or staff) are eligible for support from ERASMUS to enable them to move between EFTA countries;

⇒ ICPs can be coordinated by eligible EC universities as well as EFTA universities and EFTA universities can participate as partner institutions, but applications must include eligible higher education institutions from at least two Community Member States; in 1992/93, ICPs involving an EFTA partner and only one Community Member State institution will exceptionally be eligible for support but will have to involve an institution from at least one further Community Member State to be eligible for support in subsequent years.

⇒ the agreements between the EC and EFTA only refer to cooperation within the ERASMUS Programme; EFTA countries cannot participate in LINGUA Action II.

The Commission is currently assisting each of the EFTA countries to disseminate appropriate information on ERASMUS to the academic community, and the EFTA countries are presently setting up the infrastructure needed for the management of their participation in ERASMUS. The National Grant Awarding Authorities can be expected to be appointed as soon as the agreements are ratified. Students are advised to contact relevant offices in their own institutions for information. Institutions of higher education interested in getting into contact with EFTA universities can obtain information via information centres in each EFTA country. For further information, contact the Information Department of the ERASMUS Bureau. □

First EC ERASMUS Prizes Awarded

The Centre Borschette, Brussels, was the venue for the awarding ceremony for the first-ever European Community ERASMUS prizes to 27 laureates on December 5th 1990. Besides awards to 12 higher education staff members and 12 students, further prizes went to three ICPs (inter-university cooperation programmes) considered to have made an exemplary contribution to the initial development of ERASMUS.

At the invitation of the Task Force, around 300 guests watched the laureates receive their prizes from the Education Ministers of their respective Member States, in the presence of Commissioner Mrs. Vasso Papandreou, the President of the European Parliament, Mr. Enrique Barón-Crespo, and Mr. Roberto Barzanti, the Chairman of the European Parliament's Committee on Youth, Culture, Education, the Media and Sport. The prizewinners had been selected earlier in Brussels, on October 2nd, by a top-level European jury well-acquainted with the world of inter-university cooperation and mobility. The selection was the final measure implemented under the first phase of ERASMUS, and the awards represented a fitting culmination to the first three years of its operation.

Prizes went to those ICPs, staff and students who, in the opinion of the jury, had made an outstanding and exemplary contribution to the progress of ERASMUS during this initial phase. Posthumous tribute was also paid to Professor Elmar Wertz (University of Stuttgart) and Dr. Günther Kloss (Centre for European Studies, Manchester) whose untimely deaths in 1990 had deprived ERASMUS of two of its most committed and inspiring protagonists.

Prizewinners received a special commemorative scroll in Latin to mark their achievement and a cheque (ECU 3000 for the staff members and ECU 2000 for the students).

The evening had an especially high profile in bringing together the Commission, the President of the European Parliament and the President of the Education Council, the latter represented by Mr. Barzanti. In her address to the guests at the start of the ceremony, Commissioner Papandreou said: "In the three and a half years since it has been adopted, ERASMUS has undoubtedly succeeded in exposing the need for a European dimension in higher education in the Community and in providing a structure within which that need could be fulfilled". Mr. Barón-Crespo said of ERASMUS that "the potential is enormous. Education and training are the most decisive strategic variable in European policy in the years ahead". Mr. Barzanti praised the individuals and bodies responsible for the Programme. In his view, "ERASMUS had been the

starting point of a most welcome process of renewal and innovation... There was an essential obligation not to halt this movement at either Community or national level".

PRIZEWINNERS

ICPs

An ERASMUS prize went to an ICP in business studies coordinated by the Ecole supérieure de Commerce et d'Administration des Entreprises (ESCAE), Clermont-Ferrand (F). The ICP is, numerically, one of the biggest, involving 12 institutions in seven EC countries, and the exchange of 320 students and 16 staff members. Fully integrated six-month foreign study periods are frequently rounded off with in-company courses. The teacher exchanges are for at least a month, with longer exchanges of a term under consideration.

Another ERASMUS prize went to an ICP in biology coordinated by the Vrije Universiteit Brussel (B). Although in a subject in which exchanges are difficult to organise, the ICP has undergone spectacular expansion, from nine students in 1987/88 to around 80 in 1989/90, many of them staying abroad for a whole academic year. The academic performance of students is very precisely assessed, thanks to a marking system compatible with the national system, which guarantees excellent integration of their foreign study period in the final diploma course.

A framework agreement covering several subjects in the humanities is the basis of an ICP which is coordinated by the Rijksuniversiteit Utrecht (NL) and was awarded an ERASMUS prize. This agreement and the pluridisciplinary nature of the ICP make it highly original. No less than 142 students a year are involved from 13 institutions in eight EC countries, and the network has been extended in 1990/91. An academic credits system has been developed for the award of the final diploma.

Higher Education Staff

Ms. Lieve Van den Bossche-Bracke (B) is Liaison Officer for the European Education

project at the Rijksuniversiteit Gent, where she has been instrumental in transforming the University into a participant in 78 ICPs, making it one of the five most active in ERASMUS. Thanks largely to her efforts, many of the ICPs, such as the MERCATOR project, are highly original in nature, and the formation of the Santander group of universities also owes much to her initiative. In addition, Ms. Van den Bossche-Bracke has made a major contribution to promoting information on ERASMUS at Ghent and ensuring that ERASMUS students are well integrated into life at the University where 10% of student accommodation is now for foreigners.

Ms. Robin Jensen (DK). Head of the International Relations Office, Københavns Universitet, she has been prime mover behind services needed for student exchange at the University, particularly information about ERASMUS to students, teachers and administrators — very important in an institution where many faculties are located far apart. Ms. Jensen has pioneered information activities for higher education in the whole Copenhagen area, and contributed greatly to language preparation for outgoing students and Danish courses for incoming ones. She has been responsible also for invaluable support to her University in the running of ECTS and further information work, including promotion of ERASMUS, at national level.

Professor Dr. Richard Johannes Meiser (D). Vice President for International Relations of the Hochschul-Rektorenkonferenz and President of the University of the Saar (Saarbrücken), Prof. Meiser has stimulated growth of European relations at the University across virtually all subjects. It is active in 35 ICPs and, in terms of student numbers, the main ECTS participant in medicine. It has also made a pioneering contribution to trans-frontier cooperation in the Sar-Lor-Lux regional project and, with a first-rate foreign relations unit, is highly committed to ensuring good arrangements for practical aspects of student exchange, like satisfactory accommodation. Such developments have been truly inspired by the institutional leadership of Prof. Meiser.

Professor Basil Proimos (GR). Professor of medical physics and former Rector, University of Patras, Prof. Proimos is coordinator of an

inventive ICP in biomedical engineering and medical physics at the University, in which post-graduate students from 16 partner institutions attend a special two-semester course taught by staff from the latter. Successful in first generating enthusiasm for ERASMUS at his University at a time when EC programmes were a relatively novel initiative. Prof. Proimos has regularly advised the Greek NGAA, and was in the "flying squad" which recently spearheaded a Commission information campaign to promote ERASMUS throughout Greece. He has also been exceptionally active in numerous other ERASMUS information initiatives.

Professor José Luis Juan-Aracil (E). Deputy Head, Department of Civil Engineering, Universidad Politécnica Madrid. Responsible for his faculty's role in a pioneering bilateral ICP with the Paris Ecole Nationale des Ponts et Chaussées — the first degree programme in Spain to offer Spanish students a double degree in natural sciences/engineering — Prof. Juan-Aracil has, since 1989, also run an ICP involving first-degree final-year students from Madrid, Paris and London and is partner in yet another coordinated by the University of Cantabria, Santander. In addition, Prof. Juan-Aracil is former chairman of the Spanish National Commission on Civil Engineering which evolved new courses in line with developments in other Member States.

Dr. Jean-Claude Buchot (F). External Relations Officer and ERASMUS liaison officer at the Université Stendhal-Grenoble III, Dr. Buchot has been personally responsible for starting several ICPs in applied modern languages. Since the mid-1970s, he has played an outstanding part in promoting international higher education cooperation both at his own university and other French institutions, especially in the Rhône-Alpes region where there is now a scheme of supplementary grants to ERASMUS students. Exceptionally active in ERASMUS information activities of all kinds at institutional, national and international level, Dr. Buchot is first and foremost concerned with the ERASMUS students at his university, where his commitment to their academic and personal welfare is truly remarkable.

Professor Donal Dineen (IRL). Head of the Department of Business Studies at the University of Limerick, Prof. Dineen coordinates an expanding ICP involving similar departments at nine universities in seven Member States (1989/90). His department also participates in a second ICP coordinated by the University of Liège, and he recently organized a meeting with partners from both to discuss plans for a joint curriculum. Prof. Dineen is a remarkably active ECTS departmental coordinator, particularly as regards evaluation of ECTS. He has made a noteworthy contribution to the qualitative, as well as the

quantitative development of ERASMUS in Limerick, and is especially committed to the practical needs of the students taking part.

Professor Valerio Grementieri (I). Professor of International Organisation at the University of Siena, where he has been instrumental in developing ERASMUS participation in 44 ICPs (1990/91), including 17 coordinated by the University, giving it the highest proportion of ERASMUS students in Italy for its size. Thanks largely also to Prof. Grementieri, there are facilities at Siena, like language courses for incoming students, special recognition of courses taken abroad by outgoing students, the Siena ERASMUS Student Group and the financing of exchange student accommodation by the Tuscany Region. He has been further active in other areas, such as ECTS, recently organising the first meeting of Italian coordinators.

Professor Pierre Seck (L).

President of the Centre Universitaire de Luxembourg, Prof. Seck has always been outstanding in his work for ERASMUS, creating the ICPs in which Luxembourg participates in spite of its very small higher education sector. He was also

instrumental in development of the *Diplôme Européen des Sciences de l'Environnement* ICP during a difficult period, providing the elements which have since made it a significant success. Equally unremitting in his efforts on behalf of foreign students, he spares no energy in arranging for their satisfactory hosting and accommodation, which he knows are an indispensable basis for successful study abroad.

Dr. Peter Floor (NL). Director of Academic Affairs and responsible for coordination of ERASMUS at the University of Leiden which is now within 52 ICPs, making it one of the top three Dutch universities in terms of ICP involvement. Dr. Floor is also ECTS institutional coordinator at Leiden and Chairman of the Steering Committee of the Coimbra Group. At present composed of 24 cooperating European universities, the Group, with Dr. Floor's guidance, has used ERASMUS grants to stimulate cooperation in several subjects, and to evaluate the practical aspects of student exchanges. His involvement has also widened the Group's scope for cooperation in research and cultural affairs, and links beyond the EC.

Professor Dr. Jorge dos Santos Veiga (P). Vice-Rector and Professor of Chemistry at the Universidade de Coimbra, Prof. Veiga has been central in mobilizing the University for ERASMUS. Now involved in 44 ICPs, Coimbra, with the Universidade de Lisboa, is top ERASMUS participating institution in Portugal. Prof. Veiga is himself active in two of the ICPs, played a vital part in the development of a third, and is ECTS institutional coordinator. He also helped launch the Coimbra Group. His many other activities on behalf of ERASMUS include information and consultancy work throughout Portugal, and tireless effort in the practical aspects of student exchange.

Ms. Joyce S. Thomson (U.K.). European Coordinator at the University of Strathclyde, Ms. Thomson has worked unremittingly to make the University one of the most active U.K. partners in ERASMUS with 27 ICPs — 17 more than any other university in Scotland. This tenacious commitment has been reflected in a multitude of further activities, including work for handicapped exchange students and with the Scottish university ERASMUS liaison officer network which, thanks to Ms. Thomson's inspiration, is now a highly professional and well-informed core of university administrators and a model for regional development elsewhere. Ms. Thomson is also an active member of the European Association for International Education.

Students

Anne-Catherine Galetic (B). University of Liège student of architecture who spent three months on an ERASMUS grant at the Technische Universiteit Eindhoven. One of the first



President Barón-Crespo and Commissioner Vasso Papandreou addressing prizewinners and guests at the ceremony.

Photo: Laszlo Arany

ERASMUS students at Liège, with only a passive initial knowledge of Dutch, she paid for an intensive course to improve her command of the language and adapt well to life in Eindhoven. Anne-Catherine thinks that ERASMUS offers great opportunities for self-directed learning, and has made positive recommendations on language preparation, the timing of student arrivals and departures at the host institution, and a more systematic lecture schedule. She has also helped with the provision of information to both outgoing and incoming students at Liège.

Helle Pedersen (DK). An ERASMUS "free mover" student who went to another Member State without joining an ICP. Helle made all necessary arrangements regarding credit transfer and other matters with teachers in both Strasbourg and at home where she took evening classes in French before leaving. Many Århus students have since acted similarly. Ms. Pedersen has done much to explain the benefits of ERASMUS to Århus students, and the successful four-university ICP in geology which Århus now coordinates can be attributed to her constant encouragement and promotion. Helle Pedersen is now a very well qualified geologist with a Danish as well as a French degree.

Wolfgang Zenk (D), a University of Bamberg student who spent the whole 1989/90 academic year at the University of Liège on a bilateral ICP in linguistics and computer languages. After overcoming some understandable initial difficulties regarding accommodation and social integration, Wolfgang — helpfully supported by Liège staff — made a great success of the year, securing a placement cooperating with University computer linguistics projects, and managing to improve his English. As Bamberg student representative, he also helped publicise the ICP for Liège students wanting to go to Bamberg where he now assists in preparation of students going abroad, and the social integration of incoming ERASMUS students.

Giorgos Kazantzopoulos (GR) received an ERASMUS student grant for an ICP in geology in 1988 while in his third year at the University of Thessaloniki. Once back in Greece, he was instrumental in forming a group to help welcome incoming ERASMUS students and to assist in their academic and social integration, including their search for appropriate accommodation. The initiative of this group later prompted Spanish students in the same ICP to undertake similar activities. Mr. Kazantzopoulos contributed to the student meeting early in 1990 within the Commission's special information action on ERASMUS in Greece and is now working with other students to examine how Greek students can make the most of the opportunities ERASMUS offers.

Manuel Salto Tellez (E) first brought an international dimension to student activity in 1986 before ERASMUS began, founding an EC medical student association at the University of Oviedo for promoting foreign study. In 1988, he went

from Oviedo to Aachen on an ICP in medicine, setting up an Aachen branch of his association, which has resulted in many German students doing part of their medical courses in Oviedo. It has also greatly helped incoming ERASMUS students at Oviedo in their social integration and search for lodgings. Manuel Salto made exceptional efforts to cater for his own linguistic preparation for ERASMUS, and has performed to high academic standards, recently initiating a joint Aachen/Oviedo research project.

Bernard Eucher-Lahon (F) enrolled at the University of Clermont-Ferrand II IUT from which he went, as an ERASMUS student, to the Sligo Regional Technical College, Ireland, in the 1987/88 academic year. Here, he obtained the National Diploma in Business Studies (International Marketing) and, subsequently in France, the *Diplôme d'Université de Commerce International et Marketing Appliqué*. Mr. Eucher-Lahon was very active in Sligo, establishing an annual French Week in the business sector, fund raising for the Samaritans and contributing to the annual Arts Festival. He now lives in Sligo where he assists the College in welcoming the French students and helping them to get properly integrated into local society

Maeve Olohan (IRL), besides making the most of her own period of foreign study, also helped cement links between students at her home and host institutions, who were greatly stimulated by her exceptional enthusiasm. Abroad at the Hochschule Hildesheim, she completed a first-class honours translation/terminology project on superconductivity and, on her return to Dublin City University, was highly active both in integrating incoming ERASMUS students and helping Dublin students prepare for Hildesheim, in part through the production of a guide to life in the town. Now back in Ireland, she continues to assist incoming German ERASMUS students by helping to arrange for them accommodation and social events.

Michele Scarpinato (I), a University of Pavia economics student, went for a year, within an ICP coordinated by the University of Aarhus, to the Universiteit Leuven, where his academic performance was outstanding. During this period, he also went on a work placement which had excellent reports. Michele made every effort to learn Dutch in Belgium, becoming integrated into Leuven social activities and receiving many job offers on his return to Italy. At Pavia, he is now President of the local ERASMUS Student Association which advises Italian students wishing to study abroad and assists in the integration of incoming foreign students to the University.

Serge Gillé (L) obtained an aeronautics degree at Stuttgart University, before going as an ERASMUS student for six months to the Paris Ecole Centrale des Arts et Manufactures. Here, as part of his training in the field of energy, he wrote a report on a contract he had concluded with a French industrial firm. Although his fine

academic record led to the offer of a place on a doctoral course at the Ecole, he preferred to begin work in industry in Luxembourg. Serge, who speaks several languages, had himself to identify his host country institution, find a laboratory placement, choose his own courses, arrange for his accommodation, and complete many other formalities. He was thus an exemplary ERASMUS "free mover".

Désirée Majoor (NL), when at Utrecht University, was among the first ERASMUS students, going abroad for six months in 1987 to Bologna University on a performing arts ICP. She is co-founder and first President of the ERASMUS Student Network (ESN) first mooted at an evaluation meeting for ERASMUS students, followed by a 1990 founding conference in Copenhagen where national representatives were elected and a work programme established. Ms. Majoor also edits the ESN Newsletter and has started a data base for prospective ERASMUS students, with contact addresses, information on course content, and general advice. Also planned are a guide and a leaflet, as well as a workshop for coordination with other EC student associations.

Miriam Nogueira Santos (P) spent four months on an ERASMUS grant at Salford University which has a bilateral ICP with the Lisbon Instituto Superior de Linguas e Administração. She achieved excellent academic results abroad, and participated in several projects, making a very individual contribution with a report for foreign students in the U.K., entitled "Cultural Leisure in England". For each area, this gives details on monuments, architecture, museums, sculpture and painting, but also looks at aspects of more special personal interest, like a favourite pub. Completion of this enterprising project provided a fine demonstration of how ERASMUS students can foster better understanding of the way of life in the host country.

George Wakefield (U.K.) of Lancaster University was, in 1989, an ERASMUS student on a bilateral ICP in theatre studies, with Copenhagen University where he specialized in medieval drama, using his ability as a poet when Danish medieval plays were adapted for performance in English. He then went on a drama tour of Jutland with fellow students, prior to returning to Lancaster where he is completing his degree, and is now ERASMUS student liaison coordinator offering advice to future ERASMUS students, based on his personal experience. His outstanding contribution to ERASMUS has been reflected above all in truly creative commitment and enthusiasm allied to intense dedication to cooperation in a wider European perspective.

Further information on prizewinners is available in an annex to press release IP(90)823 of the Commission of the European Communities, obtainable from the ERASMUS Bureau. □

**Return to the nearest Sales
and Subscriptions Office**

(See list at the end of this publication)

**Return to the nearest Sales
and Subscriptions Office**

(See list at the end of this publication)

ORDER FORM

I wish to take out subscription(s) to the *ERASMUS Newsletter* (3 issues per year — 11 ECU per subscription) in (please circle the language):

English French

As from 1 January 1991 and until cancellation on my part with effect from 31 December of the year in question. Subscriptions comprise all the numbers issued in any calendar year.

Name..... Mr. Mrs. Miss

Address

Town/City Postcode Country.....

Date Signature.....

Payment on receipt of invoice

ERASMUS Newsletter ISSN 1012-9030

ORDER FORM

I wish to order copy/copies of the *ERASMUS Directory 1990/91* for the price of 27.50 ECU per copy. (ISBN 92-826-2356-4)

Name..... Mr. Mrs. Miss

Address

Town/City Postcode Country.....

Date Signature.....

Payment on receipt of invoice

The *ERASMUS Newsletter* is published three times a year. If you wish to subscribe to the newsletter on an annual basis (ECU 11), please remove the attached slip along the perforation and return it to the nearest Sales and Subscriptions Office. (see list at the end of this publication). The purchase of specified copies singly (ECU 4.50)) is also possible on request.

ERASMUS Newsletter No. 9

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, includes two application forms). Available in *ES, DA, DE, GR, EN, FR, IT, NL, PT*.

Directories

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. Price : 27.50 ECU. Available only in *EN* with an introduction in *FR*.

- () **ERASMUS Directory of programmes/Répertoire des programmes : 1988/89.**
- () **ERASMUS Directory/Répertoire ERASMUS (1989/90).**
- () **ERASMUS and LINGUA Action II Directory/Répertoire ERASMUS et LINGUA Action II : 1990/91.**



- () **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*. To be published in 1991.



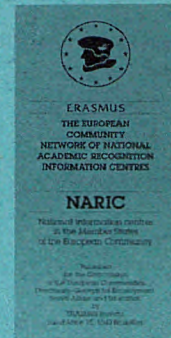
- () **The joint study programmes handbook: An overview of all projects supported within the framework of the "Joint Study Programme Scheme" of the Commission of the European Communities, 1976-1986.** Published by the ERASMUS Bureau on behalf of Task Force Human resources, education, training and youth 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 : 4.50 ECU Annual subscription : 11 ECU. Available in *EN, FR*.

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.*



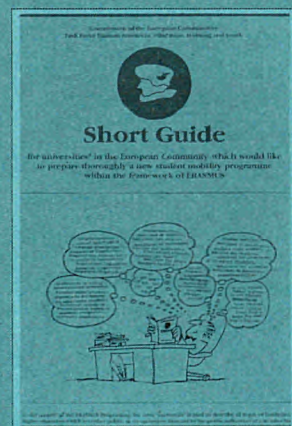
()
European Community Course Credit Transfer System: Presentation of the ECTS Pilot Scheme.
 Second edition 1990.
 Published for the Commission of the European Communities, Task Force Human Resources, Education, Training and Youth by ERASMUS Bureau (21 x 15 cm, 43 p. Contains an application form).

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.*

Make Students more European, say University Heads

Over 200 people responsible for higher education in the EC Member States, including 100 university rectors and heads of other higher education institutions, senior government education officials, industrialists, business, union, and student representatives, as well as officials from European and international organisations, took part in a major Conference at the University of Siena, on November 5-7th 1990. The theme was "Higher Education and 1992: Planning for the year 2000". This meeting in a town which has been a seat of learning since 1240, marked a key step forward in helping higher education institutions to meet the challenges of the 1990s and prepare their students to become citizens of Europe.

THE meeting sought to discuss the likely impact of the Single Market on higher education up to the end of the century. It was organised by the Commission in collaboration with the Italian Ministry of the University and of Scientific and Technological Research and the University of Siena, and in cooperation with the European Parliament. It was held to coincide with the opening of the University's 750th academic year, and was followed by an informal meeting of Member State education ministers, which was devoted entirely to higher education issues.

After opening remarks by the Italian ministerial representative, Under Secretary of State, G. Zoso, the Chairman of the European Parliament's Committee on Youth, Culture, Education, the Media and Sport, Roberto Barzanti, emphasized the importance attached by his Committee to a European dimension in higher education. Reviewing her report on this topic (approved by the Committee on 29 October 1990), the rapporteur, An Hermans, called for a framework programme for all the EC higher education programmes, and for additional funding to meet the growing demand for participation in them. Commission Task Force Director Hywel Jones spoke of the crucial need, within the EC, for a more flexible, permeable higher education system to help provide the highly trained workforce necessary for the aims of the Single Market.

The themes outlined at the start of the meeting — "Growth and development of higher education in the 1990s", "The European dimension in higher education", "Research and development in higher education strategies" and "Continuing education and cooperation with industry" — were taken up in working groups. Although the discussions centred on higher education in the EC, a special session looked at ways of developing cooperation with Central and Eastern European countries. Working group recommendations were put to higher education

institutions, national and regional authorities and the Commission.

There was a call for increased participation in higher education, particularly in science and technology, and for higher education to step up steadily its contribution to continuing education and training. Networks for the supply of distance education were seen here as essential, requiring a major initiative on the part of the EC.

The need to boost the numbers of students and lecturers able to study and teach abroad within the EC was stressed and Member States were asked further to support existing national and EC programmes. But the meeting also expected higher education to develop new programmes offering a "European experience" for students in their national institutions, given that not all would go on study abroad.

The conference wanted the Commission to get more involved in helping Member States

to increase their higher education cooperation and in ensuring better coordination, at European level, between research and teaching. One feature of this cooperation should be the establishment of a European information network. The conference also launched an appeal for the development of European research centres jointly with industry.

At the end of the meeting, participants were told that the discussions and recommendations would be used as a basis for a statement from the Commission in 1991 setting out its ideas on the development of higher education in the EC in the next decade.

Themes discussed at the conference were taken up by Member State education ministers, at their informal meeting in the University a day later. All stressed the effectiveness of EC student mobility programmes, in particular ERASMUS, and agreed on the need for both Member States and universities to strengthen them still further. □

Roberto Barzanti, Chairman of the European Parliament Committee on Youth, Culture, Education, the Media and Sport (standing), addressing Conference participants at the opening session. Seated (left to right), Task Force Director Mr. H.C. Jones, Under-Secretary of State Mr. G. Zoso, Siena University Rector, Professor L. Berlinguer, and Mr. D. Tacconi representing the Mayor of Siena.



ERASMUS Student Homes Abroad

A CRISIS IN THE MAKING

For students, as for anyone, adequate accommodation is essential practically, emotionally and psychologically. In just three years, it has become clear that the housing of significant numbers of ERASMUS students abroad is critically inconvenient, jeopardizing in practice the undoubted benefits of foreign study. The Commission has launched an ongoing enquiry to assess the problem, and see how it might be eased. Here we review the first findings, some statistical, others more qualitative and policy-oriented. The findings also form a basis for reflective comment by a professional expert who thinks that housing students in host families abroad may be worth greater consideration than hitherto.

The Scale of the Problem

The first quantitative statement to the Commission on accommodation difficulties faced by ERASMUS students is in statistics gathered at the Gesamthochschule Kassel in the Federal Republic of Germany.

The Kassel findings are part of a longer survey by the Wissenschaftliches Zentrum für Berufs- und Hochschulforschung. As in the rest of the survey, the data came from a sample of around 3200 1988/89 ERASMUS students, and accommodation abroad was certainly a problem for some. True, over half (51%) said they had "university accommodation" in halls of residence or comparable facilities provided by other agencies like the French CNOUS or the German DSW (see p. 12), 68% said they spent no time looking for lodgings, and 59% that they moved into a room upon arrival. Thus, at present, probably no more than a quite small minority of the total ERASMUS student population face serious difficulties. But as this total moves towards 50,000-a-year in the early 1990s, the numbers affected will be far too big to ignore.

In the Kassel sample, living in "university accommodation" during ERASMUS study abroad was most marked in the U.K. and Germany (64%, in each case, of students going to those countries) followed by France (58%), and least marked in Spain (17%) and in Ireland (8%). Far more students lived in "university

accommodation" than did so in their home country (51% as against 18%), probably largely because those able to live with parents or relatives at home (29% of the sample) were forced to look for alternative lodgings in the foreign country.

ERASMUS students in the sample spent an average 10.5 hours searching for somewhere to live: 20% said they spent up to 20 hours, and 7% more than 40 hours. Of those with "university accommodation", 75% could move in on arrival, as opposed to only 42% of those housed in other ways, a quarter of whom had to wait more than a week.

On help from the host university, 52% of students in the sample rated it as "substantial", 30% as "modest", while 18% reported no assistance. Support was rated most positively in Denmark, Germany and the U.K. "Regular" (rather than "temporary") lodgings were provided thanks to help from staff and students at the host university for about two-thirds of ERASMUS students going to Denmark, and about half of those in Belgium, Germany, France, Italy, the Netherlands, Portugal and the U.K.

Most of those unable to secure "regular" lodgings very rapidly (by whatever means) faced three main kinds of problem when looking for housing, usually in the private sector: places were too dear, too scarce or of poor quality, (or inconvenient in other ways such as being too far from the host institution). But students' ability in the appropriate foreign

language, or in knowing how to look, could clearly offset or aggravate such difficulties. Landlord prejudice, like racial discrimination or anti-student attitudes, could certainly aggravate them. Frequency of such problems varied, with none of them very marked in either Belgium or the Netherlands. Housing was cited most frequently as too expensive in Greece, Spain and Italy; too scarce in Italy, Spain and Portugal; and of poor quality or inconveniently located in Spain and Ireland.

"Quality" criteria of the housing actually obtained ("university accommodation" included) were size of the room, provision of furniture and equipment, (absence of) noise or hostility from neighbours, visiting restrictions and sharing of rooms. In the sample, two countries stood out positively with 87% of students who visited Denmark and 71% of those who went to Germany rating provision there as "very good" or "good". At the other end of the scale, Ireland got a 32% and France a 33% negative rating (accommodation "bad" or "very bad") from the students who went there.

Among suggestions for improvement, 80% of the sample thought that the host institution should be responsible for student accommodation, 48% that ERASMUS students needed university accommodation, 27% that students should live with host country families, and 18% that students should fend for themselves.

Half the students in the sample felt that ERASMUS students should, when back home, help others from the partner institutions, 9% actually thought they should guarantee a room for an exchange student, and 12% reported that they had made their room available to an exchange student while abroad. As many as 27% reported that they helped exchange students from partner institutions to find student accommodation, in some contrast to the 14% of the sample who stated that they themselves were so helped.

Copies of the survey (in English) may be obtained on request from the ERASMUS Bureau. □

ERASMUS Student Homes Abroad

GETTING AT A POLICY

The Kassel statistics are not the only relevant material gathered by the Commission. The experience of professional experts regarding quality and policy options has also been tapped, and summed up in a report from a team led by Dr. E. Berning of the Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung, Munich.

“Temporary accommodation in caravans, tents, ...” in Germany since 1988/89; recommendations to house students in tourist accommodation outside the holiday season, or in barracks if they become disused following *détente* in Europe. These are just examples of statements in the report reflecting the need to deal in home truths and enforce imaginative proposals before it is too late.

Student housing provision cannot be divorced from housing policies in general — in most Member States there is a marked shortage of cheap sound quality rentable homes on the free market. So the Commission is giving priority attention to the particular problems of ERASMUS students, and to a sound **multi-level** strategy — for the EC, Member States, universities, and the general public — which is sensitive to the national and local context (see next page).

The Munich report helps to reveal many contradictions and conflicting interests. Thus it recommends raising the minimum ERASMUS study period abroad to six months, instead of three, partly to give students slightly better bargaining power with private landlords wary of short-term leasing. Yet the move might rule out many good ICPs, in subjects like fine arts, in which a one to three month period abroad may be optimal from the study angle, as bodies like Art-Accord have argued. The continued presence of such “minority” subjects in ERASMUS is vital if it is to remain academically well-balanced.



The University of Limburg, Maastricht (the Netherlands) is renting private sector accommodation for short-term ERASMUS students. This church and vicarage were about to be torn down when they were rented by the law faculty. The vicarage will provide the student homes, the church a centre for social and sports activities.

Another idea in the report. Why don't host institutions take out leases with private landlords, and sub-let to ERASMUS students lodged for whatever the time required? Resourceful universities are managing to do this, as are, sometimes, bodies like the CNOUS. Yet “resourcefulness” and, above all, “resources” are the operative words. Without substantially more funds and suitable staffing, goodwill and attempted measures on the part of universities will have little impact. More money of course is as crucial a need here as for all other ERASMUS-linked activities. So too are first estimated costings — not yet obtained by the Commission but now a top priority — of the different types of feasible accommodation measures.

What is “feasible” needs thought. An essential condition for ICP funds, say some, should be that host universities are responsible for housing ERASMUS students in exchange for an “accommodation” subsidy as part of the support. But many universities might feel unable to take on the considerable extra commitment if such a condition was strictly imposed, and drop out of ERASMUS altogether. Introduce “handling fees” to host universities via NGAAAs under Action 2 say others. Yet others argue that at least

part of the further EC funding required should be for publicity — to draw support from big private firms which stand to benefit from the increased pool of ERASMUS graduates, to lobby for more sympathetic national student support policies, to alert the public generally to student needs, and to support student self-help projects, like specially-prepared information about local housing opportunities, perhaps via Action 4 of ERASMUS.

What can be done in a Member State may sometimes depend not only on existing structures but on prevailing legislation. Ireland has offered substantial tax concessions to developers willing to rent certain categories of property for a minimum ten years, during which they remain financially responsible for its upkeep but can offset building costs against rented income when calculating their tax liability. The provision underlies a deal struck between University College Dublin and a local contractor which has built 200 flats on the Belfield campus for around 600 students, as many as 100 of whom may be foreign ERASMUS participants. After 20 years, the builders will recover their costs plus a reasonable profit, and hand the building back to the College which provided the land free on the



Drawing by Dom Carpenter

How EC Students are Housed

Belgium: main responsibility for housing over 100,000 students in 17 university-rank institutions lies with their lodgings offices. Demand met by university residences (10% of total student population of over 250,000) and through private sector, on which offices advise students. No fixed quota for the 25,000 foreigners who get 10-15% of rooms in residences where ERASMUS places are usually reserved in advance. Other higher education institutions (non-university sector), with no residences, can offer students little help. Quality of city rented accommodation often poor, and rents especially high in Brussels and Antwerp.

Denmark: 27,000 places in student residences run not by higher education institutions, but by municipal authorities as part of general housing policies for 16-25-year-olds, meet part of effective demand from a total student population of 135,000. Private sector supply for the rest unsatisfactory, especially in Århus and Copenhagen, and no fixed quota for the 3% of foreign students. Shortage of cheap furnished rooms — just one aspect of a general housing shortage in Denmark — is a special problem for ERASMUS students. Although Danish Rectors' Conference have launched a major planning initiative, student housing outlook bleak without political will to mount a big building drive.

Federal Republic of Germany: Data are prior to unification, the precise effects of which are incalculable. Deutsches Studentenwerk e.V. (DSW), a public body with 50 local offices, provides student services including housing. It runs most of 140,000 places in student residences (foreigner quotas here vary) meeting 9% of demand from a 1.5 million student population. But waiting lists and waits are long, and cheap private lodgings scarce. DSW has a building programme for 40,000 more places in residences and 5000 Europa Häuser rooms for short-stay foreign students (including ERASMUS) in 26 towns. Worsening shortage of lodgings in most university towns seems inevitable as student numbers rise.

Greece: social mores plus high free market rents mean most of Greece's 230,000 students continue to live with parents when family home is close to place of study. Students from islands and country areas move to the towns, where they compete for private rented housing with an increasingly urbanized work force. Main alternative source is simple housing from the state-owned but autonomous National Youth Foundation (Ethniko Idryma Neotitas) governed by private law, to which foreign students may apply for 8% quota of 5000 places. Universities often advise helpfully and some (like Thrace and Crete) are building student residences, but few have structured student accommodation services.

Spain: only 25,000 out of total student population of over a million (14,000 foreigners) are housed in the 156 Colegios Mayores, halls of residence with student facilities. Most halls are linked to universities and may fix foreign or ERASMUS student quotas. Other lodgings are Residencias (12,000 places), Pisos (shared flats), room renting in family homes, and hostels. Little new building planned, and shortage of cheap free market flats, especially in big cities, makes living with parents the easiest and most frequent option if family home and study are in same town. University and other bodies usually help students by advertising and "coordinating" vacancies and requests for rooms.

France: student accommodation and other services run by a public body, the CNOUS (Centre National des Oeuvres universitaires et scolaires), through its regional and local branches (CROUS and CLOUS). University residences offer 120,000 rooms to about 10% of student population, including many of the 170,000 foreign students, some in ERASMUS. The CROUS may also rent cheaper public sector housing for students and help them search on the free market. Fresh government building programme (30,000 student rooms by 1995) seems unlikely to offset growing shortage in French provincial cities and critical scarcity in Paris where towering private rents are beyond student means.

Ireland: four universities have student residences (Limerick, Maynooth, Trinity College Dublin, University College Dublin), and more are being built. Other students live with parents or use the private sector where demand exceeds supply and quality is often poor, though sharing of reasonable houses is quite common. There are few student lodgings offices in technical colleges, but Ireland (total student enrolment, 70,000, including 2100 foreigners) is now starting a U.K. style service to house students, and higher education staff often help by facilitating contacts with landlords. Widespread Monday-to-Friday renting of digs has had effect on supply for foreign and ERASMUS students who need weekend lodgings too.

Italy: In total student population of 1.3 million, real demand put at around 150,000 given that many young Italians live with their parents, and study in home town. Istituti per il Diritto allo Studio Universitario (ISU) runs, for the regions, 25,000 cheap student rooms in residences (priority to the least well-off and 1000 places kept for foreigners). Remaining demand is mainly met by private sector in which supply is scarce and rents, though variable, are very high in big university cities like Rome, Bologna, and Milan. Advisory support to foreign students, from the regions and bodies like the Fondazione Rui is improving, but unlikely to help much while cheap free market supply stays so low.

Luxembourg: virtually no information on student accommodation, in view of total higher education enrolment of around 1000 in this Member State. Difficulties probably negligible. Some foreign students are accommodated in the Centre universitaire and a new residence is scheduled for 1991.

Netherlands: No more than an estimated 10% of total 350,000 student population (at least 7000 foreigners) are in specifically student rooms run by student housing associations, (like the Stichting voor studentenhuisvesting), guest houses or campus lodgings (University of Twente). Remainder live with parents or look to the free market in a country with little cheap single-person rentable housing notwithstanding constantly rising demand. Situation especially critical in the Randstad area (Rotterdam, Amsterdam, Utrecht, Leiden, The Hague). Lodgings for foreign students are still not a high government priority.

Portugal: Most young single Portuguese live with parents so presence of "home town" university often determines whether they enrol as students (total estimated enrolment, 129,000; foreigners, 2000). Remainder look to private sector, although tiny stock of residences is run by "social affairs" offices at State universities (e.g. 500 rooms, many of them shared, for 20,000 students at Technical University of Lisbon). Offices may also rent very scarce cheap free market rooms or contact landlords for students (rents up to five times higher than in residences). ERASMUS has quite often used such services to date. Portuguese Conference of Rectors actively lobbying for solutions to student housing problems.

U.K.: Higher education institutions responsible for student accommodation. Big proportion of the 673,000 students at universities and the 311,264 at polytechnics (44% and 17.5% respectively in 1988/89) live in halls of residence which also house around 60% of U.K. foreign students (some 67,000 in the same year). Often helped by student housing offices, others find private lodgings which are in greater supply and cheaper away from the south-east and London where shortage of suitable provision is acute. ERASMUS students on short study periods not easily housed in self-financing student residences which have to remain occupied all year round to break even.

Data from the Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung, Munich, and miscellaneous EC sources. □

ERASMUS needs Beds - and More!



Robert Hughes, formerly accommodation officer at the University of Birmingham (U.K.), explores some of the accommodation issues raised by ERASMUS. Mr. Hughes is the author of *Homes Far From Home*, an examination of the housing needs of foreign students in the U.K., recently published by the Overseas Students Trust, London.

"We need to feel more at home in this strange place", said a foreign student, interviewed in a British university recently. She was having difficulty persuading the authorities to let her decorate her room in the bright colours to which she was accustomed. Having a base, a refuge, somewhere to call "home", is vitally important to the emotional well-being of most students — and to their academic success. This is even more important when the student concerned is in a foreign country, away from familiar surroundings. So we can sympathise with this student's plea. But at least she had a room, a single room to herself. Not all are as lucky. Although beds for the night are the first priority, accommodation raises more issues than that. The data collected so far by the Commission, including the work done in Kassel and Munich (mentioned on pages 10 and 11) reveals a common thread of problems, against the background of situations differing from one country to another.

As the summary opposite shows, there are differences in administration and responsibility for accommodating students. Sometimes, responsibility lies with centralised organisations which coordinate the work of regional organisations operating independently of the universities themselves, sometimes with the universities which employ staff to meet the students' needs. There are differences in social patterns too. In the South, young people tend to live with their parents until marriage or beyond, reducing demand for, and the supply of, independent housing.

As well as these differences, there are common factors. The preferred forms of student accommodation are either "university accommodation" or shared rented flats. Shortage of funds limits the supply of the former, shortage of general housing the latter. The general housing situation in a country influences student housing throughout. Large industrial cities, especially capitals like London and Paris, experience extreme housing difficulties. The shortage of cheap flats to rent has created a problem of home-



Student squatters occupied this building in Berlin in 1990. University authorities had to intervene to prevent their expulsion.

Photo: Kundel-Saro

lessness throughout the EC which should be a priority of national governments. In these circumstances, there is little or no housing to spare for students — especially for such a mobile and specialised group as ERASMUS.

Special Problems

ERASMUS students share many of their accommodation problems with others studying in a host country. In addition, special problems affect students who take part in short-term exchanges. Swift and smooth transition to the host university and accommodation is important. The value of short courses is reduced if students have to waste time settling in, as the Kassel data infer.

The average stay of an ERASMUS student was 7.1 months only, so most ex-

changes do not fit in easily with the programme and terms of the host universities. Students either leave before the end of the host's academic year or arrive after the start. If they leave early, rooms are left vacant when no other students need them: the organisation (or private landlord) letting the room loses money. Students who arrive after the start of the academic year may find no rooms left; administrators and landlords cannot afford to hold rooms empty for uncertain, late arrivals.

Late arrival is linked to the universal problem of poor communication of information within ICPs. There are failures of communication between institutions and within universities. Often students do not know until the last minute that they can start a course: then there is no time to arrange somewhere to stay. Accommodation officers at host universities are not always notified when students are coming, how many are coming and how long their stay will be. Preparation of students for life in the host country is often inadequate and may cause unnecessary difficulties when it comes to finding a place to live. And decisions about finance — even payments themselves — can be delayed. Delays cause problems, especially for poorer students.

Accommodation is not always suitable for students staying for only a short time. Rooms in the Netherlands and Denmark are usually let unfurnished and must be equipped by the students. Even in the U.K., which prides itself on the services provided, students are not always told in advance what equipment (bedclothes, crockery, pans etc.) they will need.

With the exception of the U.K., no EC country can house more than 10% of its student population in university accommodation. The disproportionate numbers of ERASMUS students housed in this way represents very favourable treatment indeed and is only possible while the number of participating students remains relatively low.

At the moment, ERASMUS is still a new and exciting scheme which inspires enthusiasm and commitment — to the extent that teaching staff have been known to take stranded students into their own homes. But will this commitment survive? As numbers increase and novelty wears off, preferential treatment is unlikely to continue. Although there is so far very little evidence of resentment, continued special treatment of ERASMUS students could cause unrest among students of the host countries, especially in France, Denmark and Germany. Yet it need not imply preferential treatment for an already privileged group. Quite the contrary, it might well encourage Member States to look more closely at the social needs of **all** students. ERASMUS students can serve as a pressure group to achieve improvements for others.

Many Avenues

No one solution will ever meet all the problems of housing ERASMUS students. There are many avenues to explore. Some will lead nowhere, others will succeed in some situations and not in others. What follows is not a catalogue of answers, but thoughts about some of these avenues.

Finance is the key to providing more student accommodation. None of the experts questioned by Berning were optimistic that student accommodation would ever come high on their country's political agenda. It is hard enough to interest governments in the truly homeless, let alone in students. But there are possibilities.

The German DSW has campaigned for a chain of "Europhauser" in the most crowded German university towns, and there are similar ideas in France. Industries which benefit from graduates with European training may agree to contribute towards their housing. Possibly some of the Commission's own budget for ERASMUS should be allocated to accommodation. The U.K. and Ireland already have a successful record of building without subsidies, financed by loans. However, reservations are expressed over building special ERASMUS accommodation along the lines proposed by DSW. Students in ICPs sending large groups to host universities have complained about seeing too much of each other and not enough of their hosts (Kassel survey). ERASMUS will have failed if its students settle into national ghettos around Europe.

This raises the whole issue of the wider purpose of the ERASMUS pro-

gramme. Experience of life and study in another country should encourage the broader socialisation and "Europeanisation" of the students involved. As well as giving them special qualifications, it should deepen their awareness and understanding of other cultures. This experience is gained from accommodation as well as the laboratory and the lecture room. Accommodation is about more than beds for the night: it is a part of the total student experience and should be accepted as such. Proposals should be judged not only by their practicality, but also by the educational and social benefits to be gained.

In addition to these theoretical concerns, there are practical matters which require attention and improvement. Major interference with the national patterns of the academic year would be resisted, but some harmonisation of term dates and flexibility over study periods and examinations could surely be achieved, to the benefit of ICPs. Where possible, ERASMUS study periods should be expanded to cover a full academic year. Schemes of room exchanges have been suggested and tried on a very limited scale. Although they are unlikely to produce spectacular results, ICP Coordinators should encourage them. Much better and faster flows of information could be achieved all round. Internal communications within universities require attention, as do the processing and passing on of information and decisions in every aspect of the scheme. This will only happen if the staff concerned are fully motivated. Motivation and commitment of staff involved with housing students is essential. In the end, the system of organisation (centralised national bureaucracy, institutional responsibility or whatever it may be) is unimportant: already staff in the different systems are learning from each others' strengths and weaknesses. What matters is that there should be enough staff who feel responsible for their ERASMUS guests available at the local level to provide the services needed. And preparation of students should of course be thorough.

Host Families?

I believe that a significant source of good accommodation lies in persuading host families to accept ERASMUS students. To be fair, this is not a belief shared by many colleagues in the student accommodation world. Host families are considered out of date and time-consuming. It is true, too, that they are out of fashion with the majority of students, at least in the U.K. and Germany.

Traditionally, landladies offering rooms in their houses were elderly widows supplementing their pensions. They had a reputation for being stern and old-fashioned, allowing their lodgers little liberty or privacy. The modern hosts who I have in mind would be younger couples with a spare room, possibly university graduates themselves, able to understand students' needs, tolerant and flexible, attracted by extra earnings with which to meet rising costs. The emphasis would be on sharing their homes, rather than on confining a lodger to one room. Housing ERASMUS students with these families deserves to be explored. It proved very successful on a small scale with French exchange students visiting the University of Birmingham in 1986 and 1987.

My own researches among foreign students in the U.K. found that 20% regarded living with British families as a preferred form of accommodation. Among those who actually lived in this kind of accommodation, there was an astonishingly high "satisfaction rate": 82% against an overall average of 68% for all types of accommodation, including university rooms and flats. More foreign students living with families said that they had learned about Britain and made British friends than students in university accommodation.

In the Kassel survey, 27% agreed with the statement that ERASMUS students should live with host country families. Of the sample, 10% actually lived in this kind of accommodation and of this 10%, 42% said that ERASMUS students should live in this way. A preference expressed by a minority — but a significant minority. It appears that this accommodation type is most often rejected by those who have not experienced it! My own experience of eighteen years as an accommodation officer is that host families can usually be recruited whenever they are needed, by personal contact and good public relations.

Accommodation with host families has certain advantages. It is an expandable, flexible resource. Families can be warned in advance that their students are coming for limited periods and will accept them on that understanding. The accommodation is not required for other students, so there are no problems over preferential treatment. The rooms used might be those of student sons or daughters themselves away at university. A start could be made by housing with host families those who expressed a preference for it. The Kassel figures suggest that this would almost treble the numbers housed in

this way, from 10% to 27%. It would achieve a significant increase in accommodation stock at little cost: some lively local advertising and the employment of one or two specialist staff. There would be no buildings to finance, no years-long delays before plans were realised. And the wider education of the students could benefit.

Complacency Ruled Out

To sum up, although continued monitoring will be needed, there is now enough documented information available for basic improvements to be made. Yet improvements cannot wait until the crisis in general housing has been resolved — and so probably cannot rely on Government housing funds for finance. Possible avenues for finance include education budgets, industry, the European Commission itself, and loan finance by investors. We could also increase the stock of rooms offered by host families at little expense. The situation allows no room for complacency. Much of the data referred to above is already out of date. In increasing numbers, LINGUA, COMETT and TEMPUS students add to the pressures for short term student accommodation. Both the quality of the ERASMUS experience and the future of the scheme itself depend on housing. □

➔ Continued from page 11

understanding that ownership would revert to them at the end of this period.

More generally, enterprising initiatives like the ERASMUS houses in France (Université Paul Valéry, Montpellier; Université d'Orléans; Grenoble) and the Europa Häuser in Germany should be hailed at least as a sign of purposeful action. While fears that they may become "ghettos" are certainly not without justification, "houses" can surely be devised as places where foreign and home students meet, if not live, especially if the students themselves deliberately act to encourage such interchange as in the Maison Erasme at the Université Catholique de Louvain.

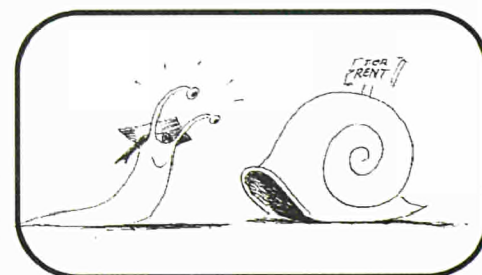
Erasmus : Newsletter No. 9

Avoiding ERASMUS ghettos

In Belgium (right) at the Institut Libre Marie-Haps in Brussels. Although the ERASMUS students in the photograph are all German, they are not the only ones to occupy an imposing town house rented as housing for students by the Institute from a private landlord who converted it specifically for this purpose. The six other residents are two Belgians and a French student (all non-ERASMUS), and three more ERASMUS participants from the Universities of Keele, London and Saarbrücken. Facilities include the communal kitchen shown here and three showers for the whole house. Rent covers everything including insurance payments but excluding the food for cooking which students buy themselves. Besides enabling the Institute to house students flexibly for relatively short periods, use of the house has sometimes facilitated a direct exchange of rooms between incoming and outgoing ERASMUS students. In Portugal (below) at the University of Coimbra, where Portuguese and foreign students relax together in one of around 20 Repúblicas, student communities in unoccupied private sector accommodation leased to the university at a peppercorn rent. A further eight residences with places for about 600 students are owned and run by the University «social services». ERASMUS students have used both types of accommodation.



Yet there are no easy options. The problems to be addressed will only get bigger without more rapid flexible measures, the political will and foresight to view student well-being as a national investment and above all the resources needed to achieve it. Ironically, it is the very success of ERASMUS in terms of its steadily rising student participation which is now highlighting how fast the time left to act is running out. □



Drawing by Wouters & Wouters

A Unique Role for Luxembourg NGAA

As the smallest EC Member State, Luxembourg has a university institution, the Centre Universitaire de Luxembourg, but it offers only the first year of university studies. In this interview, Luxembourg NGAA Director Camille Kieffer discusses with the Newsletter some of the implications for ERASMUS.

Newsletter: *What, in your view, are the advantages and disadvantages of Luxembourg's "incomplete" higher education system?*

CK: Some mixed blessings perhaps. First, after one year of higher education in Luxembourg, students normally continue their courses in another country, which means their having to go through a fresh round of enrolment formalities at the foreign university and to look for accommodation once again. Secondly, the transition from a first year in Luxembourg to a second year of university study in another country may be difficult, particularly as regards the relatively wide spread of subjects taught, and student assessment at the new institution. Yet despite the possible inconvenience which these considerations represent, the opportunity for students to broaden their outlook by living in a different intellectual atmosphere is uniquely precious. Although under agreements with several other EC countries, the content of curricula is regularly adapted, those who run higher education in Luxembourg admit that prolonging university study at home, by means of a second year leading to a first degree, would facilitate the subsequent integration of its students abroad.

Newsletter: *What does ERASMUS mean, then, for Luxembourg students who expect to "be mobile" anyway? Does Luxembourg need ERASMUS?*

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*: Luisa Quartermaine, University of Exeter, U.K.; Danielle Maes; Lazló Arany; Dr. Gunnar Eriksen, Horsens Polytechnic; Professor Rogério Rocha, Universidade Nova de Lisboa; University of Siena Press Office; Dominique Carpenter; Adriana J. Alvarez, Rijksuniversiteit Limburg; Dorothea Fitterling, Technische Universität Berlin; Tony Bennett and Margaret Agnew, University College Dublin; Ann O'Shea, McInerney Contracting Ltd., Dublin; Brigitte Quoilin, Institut Libre Marie Haps; António Luzio Vaz, Universidade de Coimbra.

CK: For Luxembourg students, an ERASMUS grant is a symbol, a recognition of their pioneering role as mobile students. It is a real contribution to Luxembourg too because of the relatively high cost of supporting students living away from home. Europe also increasingly needs the kind of student which Luxembourg is particularly well placed to provide, namely someone with several languages who is relatively mobile.

Newsletter: *What is the structure of the student population in Luxembourg?*

CK: In the sociological sense, young people from relatively "well-off" backgrounds have a significant initial socio-cultural advantage and make up the greater part of the student population. Yet as a result of national socio-economic development, the beneficial impact of State financial support (Law of 1977) and the general interchange between classes and nationalities (around 30% of the population are foreigners), a new kind of student is emerging — sceptical, yet ambitious, keen to learn and interested in the professional opportunities education offers.

Newsletter: *What has the NGAA done to give information on ERASMUS to institutions or students?*

CK: We use four overlapping and complementary information "channels". First, an information brochure on the different types of post-baccalaureate study is distributed among all pupils in final-year secondary classes; ERASMUS is mentioned as one source of possible financial support. Secondly, there is a talk on ERASMUS at the annual information fair organized for the same audience. Next, ERASMUS is also discussed at the annual meetings of the Association des Cercles d'Etudiants Luxembourgeois (ACEL), which bring together several hundred students, including many at an advanced enough stage to think realistically about joining an ICP or becoming "free movers". Finally, at the end of the academic year, the NGAA invites applications via the press.

Newsletter: *What are your selection criteria for the allocation of ERASMUS student grants?*

CK: In spite of the above strategy, Luxembourg has not yet been able to convince an optimal number of students to choose the kind of study



Luxembourg NGAA Director Camille Kieffer (front row, third from right) with a group of students visiting the University of Freiburg (Federal Republic of Germany), within the ERASMUS Programme.

abroad formula embodied in ERASMUS. The special situation of Luxembourg is in part responsible for this reticence. However, the NGAA is faced with a growing number of enquiries from students who have successfully completed their first year in the Centre universitaire de Luxembourg and who argue, with some justification, that in leaving their home country to study abroad they are, in effect, ERASMUS participants.

Newsletter: *Luxembourg has probably more experience than any other country in granting recognition to degrees or diplomas awarded in other countries. What can we learn from this?*

CK: The vast experience acquired by Luxembourg in the recognition of foreign qualifications has two aspects. First it is essential to supply prospective students with precise and constantly updated information on the content, the length and the purpose of foreign study. Secondly, the growing number of agreements between Luxembourg and universities abroad has proved effective in facilitating the subsequent recognition of qualifications and grades. □

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

BELGIQUE / BELGIË

Moniteur belge / Belgisch Staatsblad
Rue de Louvain 42 / Leuvenseweg 42
1000 Bruxelles / 1000 Brussel
Tél. (02) 512 00 26
Fax 511 01 84
CCP / Postrekening 000-2005502-27

Autres distributeurs /
Overige verkooppunten

Librairie européenne / Europese Boekhandel

Avenue Albert Jonnard 50 /
Albert Jonnardlaan 50
1200 Bruxelles / 1200 Brussel
Tél. (02) 734 02 81
Fax 735 08 60

Jean De Lannoy

Avenue du Roi 202 /Koningslaan 202
1060 Bruxelles / 1060 Brussel
Tél. (02) 538 51 69
Télex 63220 UNBOOK B
Fax (02) 538 08 41

CREDOC

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

DANMARK

J. H. Schultz Information A/S

EF-Publikationer

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

BR DEUTSCHLAND

Bundesanzeiger Verlag

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

GREECE

G.C. Eleftheroudakis SA

International Bookstore
Nikis Street 4
10563 Athens
Tel. (01) 322 63 23
Telex 219410 ELEF
Fax 323 98 21

ESPAÑA

Boletín Oficial del Estado

Trafalgar, 27
28010 Madrid
Tel. (91) 44 82 135

Mundi-Prensa Libros, S.A.

Castelló, 37
28001 Madrid
Tel. (91) 431 33 99 (Libros)
431 32 22 (Suscripciones)
435 36 37 (Dirección)

Télex 49370-MPLI-E
Fax (91) 575 39 98

Sucursal:

Librería Internacional AEDOS
Consejo de Ciento, 391
08009 Barcelona
Tel. (93) 301 86 15
Fax (93) 317 01 41

Libreria de la Generalitat de Catalunya

Rambra dels Estudis , 118 (Palau Moja)
08002 Barcelona
Tel. (93) 302 68 35
302 64 62
Fax 302 12 99

FRANCE

Journal officiel Service des publications des Communautés européennes

26, rue Desaix
75727 Paris Cedex 15
Tél. (1) 40 58 75 00
Fax (1) 40 58 75 74

IRELAND

Government Publications Sales Office

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

or by post

Government Stationery Office

EEC Section
6th floor
Bishop Street
Dublin 8
Tel. 78 16 66
Fax 78 06 45

ITALIA

Licosa Spa

Via Benedetto Fortini, 120/10
Casella postale 552
50125 Firenze
Tel. (055) 64 54 15
Fax 64 12 57
Telex 570466 LICOSA I
CCP 343 509

Subagenti:

Libreria scientifica Lucio de Biasio - AEIOU

Via Meravigli, 16
20123 Milano
Tel. (02) 80 76 79

Herder Editrice e Libreria

Piazza Montecitorio, 117-120
00186 Roma
Tel. (06) 679 46 28/679 53 04

Libreria giuridica

Via XII Ottobre, 172/R
16121 Genova
Tel. (010) 59 56 93

GRAND-DUCHÉ DE LUXEMBOURG

Abonnements seulement
Subscriptions only
Nur für Abonnements

Messageries Paul Kraus

11, rue Christophe Plantin
2339 Luxembourg
Tél. 499 88 88
Télex 2515
Fax 499 88 84 44
CCP 49242-63

NEDERLAND

SDU Overheidsinformatie

Externe Fondsen
Postbus 20014
2500 EA 's-Gravenhage
Tel. (070) 37 89 911
Fax (070) 34 75 778

PORTUGAL

Imprensa Nacional

Casa da Moeda, EP
Rua D. Francisco Manuel de Melo, 5
P-1092 Lisboa Codex
Tel. (01) 69 34 14

Distribuidora de Livros Bertrand, Ld.ª

Grupo Bertrand, SA

Rua das Terras dos Vales, 4-A
Apartado 37
P-2700 Amadora Codex
Tel. (01) 49 59 050
Telex 15798 BERDIS
Fax 49 60 255

UNITED KINGDOM

HMSO Books (PC 16)

HMSO Publications Centre
51 Nine Elms Lane
London SW8 5DR
Tel. (071) 873 9090
Fax GP3 873 8463
Telex 29 71 138

Sub-agent:

Alan Armstrong Ltd

2 Arkwright Road
Reading, Berks RG2 0SQ
Tel. (0734) 75 18 55
Telex 849937 AAALTD G
Fax (0734) 75 51 64

ÖSTERREICH

Manz'sche Verlags- und Universitätsbuchhandlung

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

SVERIGE

BTJ

Box 200
22100 Lund
Tel. (046) 18 00 00
Fax (046) 18 01 25

SCHWEIZ / SUISSE / SVIZZERA

OSEC

Stampfenbachstraße 85
8035 Zürich
Tel. (01) 365 51 51
Fax (01) 365 54 11

MAGYARORSZÁG

Agroinform

Központ:
Budapest I., Attila út 93. H-1012

Levélcím:

Budapest, Pf.: 15 H-1253
Tel. 36 (1) 56 82 11
Telex (22) 4717 AGINF H-61

POLAND

Business Foundation

ul. Wspólna 1/3
PL-00-529 Warszawa
Tel. 48 (22) 21 99 93/21 84 20
Fax 48 (22) 28 05 49

YUGOSLAVIA

Privredni Vjesnik

Bulevar Lenjina 171/XIV
11070 - Beograd
Tel. 123 23 40

TÜRKIYE

Pres Dagitim Ticaret ve sanayi A.Ş.

Narlıbahçe Sokak No. 15
Cağaloğlu
Istanbul
Tel. 512 01 90
Telex 23822 DSVO-TR

AUTRES PAYS
OTHER COUNTRIES
ANDERE LÄNDER

Office des publications officielles des Communautés européennes

2, rue Mercier
L-2985 Luxembourg
Tél. 49 92 81
Télex PUBOF LU 1324 b
Fax 48 85 73
CC bancaire BIL 8-109/6003/700

CANADA

Renouf Publishing Co. Ltd

Mail orders — Head Office:
1294 Algoma Road
Ottawa, Ontario K1B 3W8
Tel. (613) 741 43 33
Fax (613) 741 54 39
Telex 0534783

Ottawa Store:

61 Sparks Street
Tel. (613) 238 89 85

Toronto Store:

211 Yonge Street
Tel. (416) 363 31 71

UNITED STATES OF AMERICA

UNIPUB

4611-F Assembly Drive
Lanham, MD 20706-4391
Tel. Toll Free (800) 274 4888
Fax (301) 459 0056

AUSTRALIA

Hunter Publications

58A Gipps Street
Collingwood
Victoria 3066

JAPAN

Kinokuniya Company Ltd

17-7 Shinjuku 3-Chome
Shinjuku-ku
Tokyo 160-91
Tel. (03) 3439-0121

Journal Department

PO Box 55 Chitose
Tokyo 156
Tel. (03) 3439-0124

IN 1991/92, 4 % OF ALL EC STUDENTS WILL BE MOBILE WITH ERASMUS

In 1991/92 the Commission is to finance 1,645 Inter-university Cooperation Programmes involving around 1,200 Higher Education Institutions and 59,000 students. Thus the continuity of Community assistance to an increasingly strong network of institutions will be maintained and, with significant support at Member State level, nearly 4 % of all EC students will be eligible for a period of study abroad in another Member State within ERASMUS.

ICPs : ICPs have become bigger and more ambitious, with an average of 4.5 partners each. Peripheral Member States, notably Greece and Portugal, are better represented than last year. Also remarkable is the quick and sizeable response of institutions from the Five New German Länder.

Student mobility grants 1991/92 : The 1,517 student mobility programmes to be supported in 1991/92 involve a potential of 59,000 eligible students (an increase of more than 40 % compared with 1990/91). This could mean that almost 4 % of the Community's total student population will now be involved in study-abroad in another Member State within ERASMUS. Nearly 60 % of the total budget of 74 Million ECU has been earmarked for student grants.

National Complementary Measures : Nearly all Member States now provide considerable financial support to student mobility, either indirectly

through their national student support systems (as in D, DK, LUX, NL, UK), or thanks to new financial measures aimed specifically at topping-up ERASMUS grants (B [NL], F, E, I, P). Local and regional authorities have also actively intervened in several Member States. These measures are essential to the success of the programme and to its future development.

Teaching staff mobility programmes : Teaching staff mobility programmes are seen as a key factor for introducing a European dimension into the curricula and allowing students who do not take part in mobility programmes to enjoy the benefit of inter-university cooperation.

LINGUA Programme : In addition to the ICPs selected in the framework of ERASMUS, 149 ICPs have been selected in the framework of the LINGUA programme for improving the knowledge of foreign languages within the Community. Beneficiaries will be future language teachers and those who study the least taught languages of the Community (Danish, Greek, Portuguese and Dutch). An estimated 4,180 students will spend a period of recognised study in another Member State, an increase of 120 % compared with last year's figure of 2,283.

EDUCATION AND TRAINING IN EUROPE: PRIORITIES OF THE COMMUNITY

Sponsored by the Commission of the European Communities and coming in the form of a practical guide (20,5 cm x 25 cm, 150 pages) it is a definitive reference work. The reader has easy access to 70 Community programmes by way of an index, cross-reference lists and descriptive profiles thereby enabling potential partners to be found. This volume is currently the only working tool available in the Community education policy field and avoids the need to search for information in different places, at the price of 75 FF plus postage.



For further information :

C.C.I.P. CEDIP
2 Place de la Bourse
F-75002 Paris

GRANTS AND SUBSIDIES

Many are the academics, students, researchers or teachers who would like to spend time abroad, take part in or organise conferences, begin international cooperation, improve their training or acquire a diploma. This guide has been devised with them in mind and informs them of the financial aid which is available for carrying out projects. It is the result of collaboration between the University of Liège and the Catholic University of Louvain. The guide aims to help those in higher education find their way through the grants and subsidies which are on offer and to encourage them to take advantage of the financial assistance available. Format 24 x 15.8 cm; 229 pages 180 Belgian Francs.



For further information:

Université catholique de Louvain
Tel: (32)10-47.38.24.
Université de Liège
Tel: (32)41-66.52.37.

NOW AVAILABLE

ERASMUS/LINGUA ACTION II 1990/1991 DIRECTORY

During the academic year 1990/91, ERASMUS gave 44,000 students the chance to travel to another EC country and gave birth to over 1,700 Inter-university Cooperation Programmes (ICPs) involving over one thousand universities in the Community. The book is an essential information tool on the current situation of the European University Network, the field(s) of study covered by the ICPs, the type(s) of cooperation financed, participating institutions and the content of programmes. The Directory also provides the reader with the names of programme coordinators and directors from each participating institution, at enabling him/her to get in touch easily with potential new partners. This publication is sold by the Office for Official Publications of the European Communities and its stockists (see p. 17).



Price (excluding VAT) in Luxembourg

ECU

Annual subscription

10

Price per single copy

4,25

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

ISSN 1012-9030

Editeur responsable:
Mr. Alan Smith

ERASMUS Bureau
15, rue d'Arlon, 1040 Bruxelles.

Issue No. 9

☎ (32) 2.233.01.11. Telex: 63528. Telefax: (32) 2.233.01.50

Printed by: Van Meysewinkel — Brussels

Catalogue No. : CE-AB-90-003-EN-C