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ANNUAL REPORT

ERASMUS PROGRAMME

1989

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ERASMUS
PROGRAMME
1989/90
SUMMARY

1. In the academic year 1989/90, the third year of operation of the ERASMUS Programme, the trend noted in previous years towards incorporation of inter-university cooperation at a European level into the medium- and long-term development strategies of the higher education sector has continued and grown more marked. The programme has continued to attract the interest, and the increasing participation, of growing numbers of staff and students in universities and other higher education institutions throughout the Community and, in terms of the objectives set, outcomes in 1989 have confirmed and consolidated the successes of the previous year.
2. In quantitative terms, student mobility has increased considerably from 12,000 students in 1988/89 to an estimated 28,000 in the academic year 1989/90; the number of inter-university cooperation programmes (ICPs) being supported rose from 1091 in 1988/89 to 1507 in 1989/90. Of these, 1348 (89 %) include a student mobility programme, 272 a teaching staff mobility programme, 97 a programme for the joint development of curricula and 104 an intensive programme. This corresponds to an acceptance rate of 68% overall. The corresponding figure for 1988/89 was 53%. However, this still represents an overall level of mobility of less than 2% of the total student population of the European Community and, thus, a considerable amount of effort is still necessary in order to attain the Commission's stated objective of boosting the proportion of students who spend a period of study in another Member State to around 10% of the student population by 1992.
3. The total budget available for the academic year 1989/90 amounted to 52.5 ECU mio, made up of 45 ECU mio provided for by the 1987 Decision and a further 7.5 ECU mio voted by the European Parliament. However, in spite of this increased budget (30 ECU mio were available in 1988/89), only 43 % of the total of the sums requested by successful applicants was awarded them. For each student mobility programme, which on average involve just over 3 institutions, the average amount of support awarded in 1989/90 stood at ECU 8000 per ICP, or ECU 2892 per participating university, compared with the ECU 25,000 maximum indicated in the Council Decision.
4. British, French and German institutions continued to be heavily involved in ERASMUS. The significant increase in the number and percentage of Italian, and, to a lesser extent, Danish involvements is also noteworthy. Another positive trend is a marked improvement in the distribution of student flows between Member States : whereas in 1987 62% of all flows involved only France, UK and Germany this was only the case for 45% of flows in 1989/90. With regard to discipline spread, the largest group in terms of the number of student mobility ICPs selected remained languages (20%), whereas business studies continued to be the area in which most students were exchanged (23%).
5. 1911 grants for carrying out Study Visits to universities in one or several other Member States were awarded (53% of the total requested) for the academic year 1989/90. Over half were for group visits, and some 4,000 persons altogether will be involved. 46% of Study Visit grants were awarded to the four countries of the South of the Community, which represents twice their current participation in ICPs. Similarly, the visits supported fields of study less well represented in the ICPs.

6. 1989 saw the launch of the European Community Course Credit Transfer System (ECTS) for a 6-year pilot phase. 81 higher education institutions and 3 consortia in 5 subject areas (business administration, history, medicine, chemistry and mechanical engineering) are involved in the ECTS Inner Circle, on the basis of one department per institution and two institutions per subject area from the larger Member States and one institution from the smaller ones. As members of the network they received a grant from the Commission to fund the additional activities necessary to implement the scheme. Mobility grants were available to the 569 students who are participating in the first year of operation of this pilot scheme.

7. In preparation for Phase II of ERASMUS considerable efforts were made in 1989 with regard to the monitoring and evaluation of ERASMUS. By means of a variety of instruments, it was possible for the Commission to monitor the progress of the Programme, identify its problem areas, reach a preliminary judgement on results hitherto and lay the foundations for a medium- and long-term evaluation policy. This procedure culminated in the publication of a report on the Experience Acquired in the Application of the ERASMUS Programme, 1987-89, the specific aim of which was to respond to the requirements of Article 7 of the 1987 Council Decision on ERASMUS to report on experience acquired and, if appropriate, to bring forward proposals for the adaptation of the Programme.

8. On 14.12.1989 the Education Council, in the light of favourable opinions given by the European Parliament and the Economic and Social Committee, adopted a number of amendments to this Decision, proposed by the Commission and based on experience with the implementation of the Programme hitherto. These amendments will be implemented fully from 1 January 1991. The budget agreed on for the first three years of the five-year period covered by the revised Decision (1990-1994) amounts to 192 ECU mio. The main changes in the amended Council Decision concern the criteria for allocating the Student Grants budget to each Member State and the introduction of pluriannual funding. The preparation of the implementation of these amendments will be a major preoccupation in the coming year.

9. Interaction with Action II of the LINGUA Programme and negotiation with the EFTA countries concerning their possible future participation in ERASMUS will represent further major priorities for 1990.

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TABLE OF CONTENTS

I.	INTRODUCTION AND GENERAL CONTEXT	1
II.	REPORT ON ERASMUS ACTIVITIES IN 1989	2
III.	MONITORING AND EVALUATION OF THE ERASMUS PROGRAMME	14
IV.	FUTURE PERSPECTIVES	15

ANNEXES

1. INTRODUCTION AND GENERAL CONTEXT

1. In 1989/90, its third year of operation, the ERASMUS Programme has continued to attract the interest, and the increasing participation, of growing numbers of staff and students in universities and other higher education institutions throughout the Community and, in terms of the objectives set, outcomes in 1989 have confirmed and consolidated the successes of the previous year.
2. The current basis for the activities of the ERASMUS Programme is the Decision of the Council of 15 June 1987, which set the goals and the objectives of the Programme. On 14.12.1989 the Education Council, in the light of favourable opinions given by the European Parliament and the Economic and Social Committee, adopted a number of amendments to this Decision, proposed by the Commission and based on experience with the implementation of the Programme hitherto. These amendments will be implemented fully from 1 January 1991 (cf. Section IV below)¹.
3. In 1989 the trend previously noted towards incorporation of inter-university cooperation at a European level into the medium- and long-term development strategies of the higher education sector has continued and grown more marked. It is evident from the positive reaction of a large proportion of those directly involved that there is now widespread appreciation of the role ERASMUS can play in furthering the pursuit of excellence through the development of coordinated and integrated programmes of fully-recognized study and the short and longer-term movement of teaching staff to enhance the range and quality of provision and to disseminate new knowledge.
4. In 1989, in preparation for Phase II of the Programme, appropriate mechanisms were introduced by the Commission to monitor and evaluate the Programme as a whole. In particular these aimed at measuring its impact upon various subject areas and upon higher education institutions' attitudes towards cooperation and mobility in Europe and at identifying the issues to which its implementation had given rise. It became clear that ERASMUS is acting as an important catalyst of academic change to meet the new aspirations of European youth entering higher education and that the objectives of the programme are also being expressed increasingly in structural forms, through transformed curricula, and innovative modes of assessment, validation and recognition. The requirements of Article 7 of the June 1987 Decision to report on the experience acquired in the application of the ERASMUS Programme and, if appropriate, to bring forward proposals for its adaptation provided the framework for these activities.
5. The following report on the functioning of the Programme in the academic year 1989/90, as provided for in Article 6 of the Council Decision of 15 June 1987, will thus deal both with actions undertaken to implement the Programme and the progress, as part of the preparation for Phase II, of arrangements for its monitoring and evaluation.

1. Decision 87/227/EEC of 15 June 1987 (OJ No L166 of 25.06.87, pp 20-24) and Decision 89/663/EEC of 14 December 1989 (OJ No L395)

II. REPORT ON ERASMUS ACTIVITIES IN 1989

Main areas of activity

6. In 1989 action was concentrated on the following areas of activity:

- the implementation of ERASMUS programme operations for the academic year 1989/90, in particular the selection of projects for support during this period and the launch of the pilot phase of the European Community Course Credit Transfer System (ECTS);
- monitoring and evaluation activities relating to Phase I of ERASMUS, leading to the formulation of proposals amending the 1987 Decision text for Phase II of the Programme, and their subsequent presentation to and adoption by the Council;
- the continuation of efforts undertaken to inform the academic community and national authorities about the Programme, concentrating on particular Member States;
- the consolidation of the organizational and consultative infrastructure for the Programme.

The total budget available amounted to 52.5 ECU mio, made up of 45 ECU mio provided for by the 1987 Decision and a further 7.5 ECU mio voted by the European Parliament.

Activities in each of the areas mentioned above are summarized in the paragraphs which follow, the main emphases being on preparing the way for Phase II of ERASMUS, and upon the continuing implementation of the measures adopted within the framework of the four "Actions" of the ERASMUS Programme as described in the Annex to the Council Decision, i.e.

- **Establishment and operation of a European university network (Action 1)**
- **ERASMUS student grants scheme (Action 2)**
- **Measures to promote mobility through the academic recognition of diplomas and periods of study (Action 3)**
- **Complementary measures to promote student mobility in the Community (Action 4).**

Action 1: European University Network : Support for Inter-university Cooperation Programmes (ICP) and Study Visits (SV)

7. In order to increase student mobility, universities of different Member States are encouraged to establish inter-university cooperation programmes (ICPs) comprising one or more of the following :

- student mobility programmes;
- teaching staff mobility programmes;
- joint development of new curricula;
- intensive programmes.

8. Student mobility programmes of substantial duration which satisfy the criterion of full recognition by the home university of a period of training abroad regardless of field and level of study (up to and including the Ph.D., doctorate or equivalent), are eligible for financial support to cover the costs of the development and operation of the programme, expenditure relating to the preparation and translation of documents and teaching material, information to students prior to departure, linguistic preparation prior to departure and after arrival, expenditure for making information about the programme more widely available and other expenditure directly related to the programme.
9. Staff mobility programmes providing an opportunity for the teaching staff of one university to teach in a partner university in order to make a substantial contribution to the latter's regular teaching programme over a period of at least one month are eligible for support to cover the costs of the development and operation of the programme, the mobility costs of teaching staff, and (under certain circumstances) the costs of replacing teaching staff absent for three months or longer.
10. Joint development of new curricula: universities seeking to work out jointly a substantial new curriculum or curriculum component, with a view to its implementation or incorporation in all the partner institutions universities taking part, are eligible for support. Preference is given to projects which clearly contribute to academic recognition, make innovative use of multi-media techniques or distance teaching, as well as to those aimed at building the European dimension into the content of courses.

Support is provided to offset travel and subsistence costs of teaching or administrative staff involved in meetings necessary to the organization and content of courses and those of producing, translating and circulating the necessary documents.

11. Support for intensive programmes is available for universities jointly organizing short intensive full-time teaching programmes bringing together students and teaching staff from several countries of the European Community. Preference is given to programmes which are genuinely "multinational" in terms of participation, focussing on a specific theme not normally available at any one of the participating universities alone, which can contribute to the dissemination of knowledge in rapidly evolving or new areas.

Support may be used to cover travel and subsistence costs entailed by necessary planning meetings, expenses incurred in producing, translating and circulating information and teaching material, and the costs of travelling and subsistence for teaching staff and students who have to go from one Member State to another to attend the course.

12. The total number of ICP applications in 1989/90 was 2221 compared with 2041 in 1988/89 (+ 8.9%). The 56 ECU mio requested by universities represented almost 4 times the amount available under Action 1 (16 ECU mio).

ICP Applications 1988/89 and 1989/90
(each application can contain one or more different types of activity)

Type of Activity	1988/89		1989/90		Increase/Decrease	
	Number	%	Number	%	Number	%
Student Mobility	1579	77	1870	84	291	+7
Staff Mobility	745	36	838	38	93	+2
Curriculum Dev.	575	28	431	19	144	-9
Intensive Prog.	521	26	472	21	49	-5

The above overview shows that while the number of programmes involving student mobility increased, there were marked falls in the number of applications for both curriculum development and intensive programmes. This can be attributed to the extremely severe selection which had to be applied in preceding years and should be kept under careful review.

It is to be noted that the pattern of distribution across the 12 Member States, as regards the coordination of ICPs did not differ markedly from the previous year: (cf. Annex, Table 1). However, there were significant absolute increases in the number of applications received from Denmark and Portugal and an upward trend is to be noted also in the number of applications coordinated by institutions in Spain, Italy and the Netherlands. There were decreases in particular in the number of applications received from France and Germany.

To have a clear picture of the trends, however, these figures of the absolute numbers of applications submitted by coordinating institutions in each Member State need to be set beside the indicators relating to the latter's proportional involvement in all applications. The greatest increase was in Spanish participation (+ 3,8 %) followed by, Italy, Denmark and Germany. All other Member States increased their involvement rate by less than 2%, while France showed a small decrease (-1,6%). However, it should be noted that French institutions were involved in almost half of all applications received.

Thus, dramatic shifts in Member State participation rates were less in evidence than in 1988/9, apart from a continuing decline in the earlier dominance of France and UK. Denmark now appears to be catching up with the other Member States of comparable population and participation in higher education, while Italy is closing the gap to some extent with the other three Member States with the largest populations. There remains some cause for concern in the limited involvement of Greek universities and the relatively low participation of the Federal Republic of Germany, as compared with its counterparts of comparable size.

In terms of applications per academic discipline, languages/literature, and business management retained their relative strength while the low percentages of applications above all for teacher education and medical and para-medical sciences, remained a cause for concern (cf. Annex, Table 3). In-depth analyses of the situation in these areas were commissioned, and the results of these studies will be utilised to help develop strategies to boost their participation rates in future years. The increase in the number of applications from Fine Arts subjects was particularly encouraging.

ICPs selected 1989/90

13. Applications received were referred to three Academic Advisory Groups, which play an important part in the arrangements for quality control in the selection process. The Groups' views were carefully noted by the Commission, which decided to distribute the support available among 1507 ICPs, 1348 of which included a student mobility programme (89%), 272 a teaching staff mobility programme, 97 a programme for the joint development of curricula and 104 an intensive programme. 314 programmes involved more than one activity.

This corresponds to an acceptance rate of 68% overall which represents a considerable increase compared to 1988/89 when the corresponding figure was 53%. The following overview shows the different rates for the different types of programme : thus, rates of acceptance have increased considerably for student mobility, curriculum development and intensive programmes, while remaining relatively steady in relation to teacher mobility.

Rates for Acceptance for ICPs according to type of activity, 1988/89 and 1989/90 in %

Type of activity	1988/89	1989/90	Increase/Decrease
Student Mobility	60	72	12
Staff Mobility	29	32	3
Curriculum Development	13	25	12
Intensive Programme	13	22	9
Total	53	68	15

In financial terms, for student mobility applications approximately 43% of the total of the sums requested by the successful applicants was in fact awarded them. For each student mobility programme, on average involving just over 3 institutions, the average amount of support awarded in 1989/90 stood at only ECU 8,000 per ICP; or ECU 2,892 per participating university, compared with the ECU 25,000 maximum indicated in the Council Decision on ERASMUS. The sums allocated to the other activities were, in percentage terms, an even lower proportion of the total the applicants had requested: 19% for teacher mobility, 12% for curriculum development, and 14% for intensive programmes. Though partly due to the fact that these types of programme form part of Actions 3 and 4 of ERASMUS, on which the Council Decision placed a total ceiling of 10% of the overall ERASMUS budget (this will no longer apply as of 1st January 1991), these figures also clearly establish that there is still a very considerable gap between what universities judge to be the support necessary for the activities they propose and what the Programme is able to award them.

It should also be noted, however, that in 1989 the overall percentage of support granted, as compared with that requested rose to 37%. It is not clear whether this can represent a trend, given the continuing dramatic estimated rise, in 1990, in the numbers of all types of applications.

The Commission also brought forward the closing date for the receipt of ICP applications so that selection procedures would be more sensitive to the needs of universities and students to be informed as long as possible in advance of the results of their applications.

The involvement rates of German, French and British universities in the 1507 projects accepted continued to grow in 1989/90 in absolute terms, despite constituting a lower proportion of the total than in the previous year. Most striking, however, is the significant increase in the number and percentage of Italian involvements, and, to a lesser extent those from Denmark (cf. Annex Table 4). The figures relating to coordinating institutions for academic year 1989/90 (cf. Annex, Table 5) confirm these trends. In addition, the volume of student mobility per programme almost doubled in terms of flows between partners and by 22% in average number of students per flow. The average length of students' stay abroad (as indicated in the applications for support) also increased marginally from 6.36 months in 1988/89 to 6.41 in 1989/90.

Another positive trend in 1989 was a further marked improvement in the distribution of student flows between Member States within the accepted ICPs : whereas in 1987 62% of all flows involved only France, UK and Federal Republic of Germany, 30% involved other Member States and one or more of these three, and only 8% involved none of them, by 1989 the corresponding figures were 42%, 45.5% and 12.5% respectively. This shows that in a considerably short space of time considerable progress has been made towards achieving one of the main goals of the ERASMUS Programme, namely a balanced participation of all Member States in student mobility and interuniversity cooperation activities.

The number and quality of the accepted programmes in the various subject areas and in relation to the various activities qualifying for support differed considerably. As in previous years, good quality applications tended to accumulate in certain subject areas, particularly in relation to student mobility, and care had to be taken to ensure that individual subjects (in particular languages and business studies) did not distort the allocation of resources. Thus, within closely drawn limits, the selection had to continue to set stricter standards for some subjects and types of cooperation activity than for others.

In comparison with the academic year 1988/89 the main difference in this regard is the further decrease in the number of ICPs involving student mobility accepted in business studies (8.6% compared to 9.3% of the total number). This corresponds, however, in the main to the fall in the overall percentage of student mobility applications in this subject area, and not to the total number of students participating in them and therefore to the associated student months spent abroad, where business studies remains the largest beneficiary, with 23%. The largest group in terms of the number of student mobility ICPs accepted remained languages, with 20% of all student mobility proposals, but in terms of share of resources this subject area came behind business studies, with 20% of total student months spent abroad.

In general terms, the view of the Academic Advisory Groups was that the overall quality of proposals received again improved, particularly in the case of student mobility programme. The ICPs selected continued to represent a broad spectrum of generally high-quality cooperation programmes between universities in all Member States in a very wide range of academic disciplines.

Study Visits

14. In order to strengthen and extend the European University Network, grants are awarded to staff members of universities in the Community to enable them to go on study or teaching visits lasting not more than four weeks to universities in one or several other Member States for the

purpose of establishing or extending an inter-university cooperation programme, or contributing to the improvement of the content of existing teaching programmes in other universities by giving regular or specialist lectures, or simply by increasing their own knowledge and experience of specific aspects of the higher education system of the Member State(s) visited.

15. The figures for visit grants requested for the 1989/90 academic year show that teachers and administrators submitted 3612 eligible applications (as compared to 3510 in 1988/89 and 2377 in 1987/88), an increase overall of 2.8% compared with the previous year. In particular, it should be noted that Danish university staff made up for their previous disappointing rate of application.

Roughly two in every three applications are still concerned with a visit for the purpose of preparing new cooperation agreements, clearly demonstrating the continuing role of visit grants in the development of new ICPs.

The Commission accepted 1911 applications, or 53% of the total (as compared with 39.6% in 1988/89). A sum of ECU 3.2 mio was available for this purpose although applicants requested a total ECU 9.7 mio. Over half the 1911 grants awarded were for group visits, and more than twice that number of persons altogether will thus have been able to carry out visits to universities in one or several other Member States.

As in the two preceding years, particular attention was paid to applications concerning the Member States which are not yet fully involved in the ICP network. Thus, in total, the four countries of the South of the Community (Portugal, Spain, Italy and Greece) received 891 visit grants, that is 46% of the total. This is twice their current participation in the ICPs (26%). Similarly, 6.4% of the visit grants awarded in 1989 went to applicants from Denmark, as against 3.2% of the ICPs.

In terms of academic discipline, the visits supported were again particularly in the fields of study which are less well represented in the ICPs. Thus, while languages, engineering and business management had, respectively, 18.9%, 14.5% and 9.3% of the study visit applications for the year, their shares of accepted applications were considerably lower, at 11.3%, 9.9% and 4.7% respectively. In contrast, while applications in the fields of fine arts/music, teacher training and medical sciences comprised only 2.8%, 2.1% and 5.8% respectively, in terms of acceptance they received 4.7%, 6.1% and 8.6% of the study visit support awarded.

Action 2 : ERASMUS Student Mobility Grants

16. Mobility grants, of a theoretical maximum of ECU 5000 per person per year, may be awarded to students (not normally in their first year of study) who carry out a recognized part of their degree/diploma in another Member State.

Preference is given to student mobility which is organized within the framework of an ICP ('network students'). Students who are 'free movers' may also apply for a grant in certain Member State, provided they meet all the conditions of eligibility.

17. A total of 1348 or 89% of the 1507 ICPs being supported in 1989/90 involved an exchange of students for recognized periods of study in another Member State.

Student grant requests amounted to approximately 60 ECU mio, 2.3 times the available budget of 26 ECU mio. The budget was divided up among the 12 Member States, as required by the Council Decision, according to the number of young people aged between 18 and 25 (inclusive) and the number of students enrolled in the higher education institutions. This produced the following distribution (in % of the student grants budget within ERASMUS):

Belgium:	3.0	France:	17.0	Luxembourg :	0.75
Germany:	20.8	Greece:	2.6	Netherlands:	5.1
Denmark:	1.7	Italy:	17.2	Portugal:	2.4
Spain:	12.7	Ireland:	1.0	United Kingdom:	15.9

Analysis of the flows, between Member States, of students for whom a grant was requested in 1989/90 within the framework of accepted ICPs shows, in the case of 7 Member States, a reasonable balance between students 'exported' and students 'imported' (12% or less excess of the former over the latter), although in 2 cases (Greece and Portugal) 'exports' exceeded 'imports' by about a quarter. In 3 cases Member States were 'net importers', and in 2 cases (UK and Ireland) very markedly so.

For the fullest picture, these findings need to be set against the clear trend now emerging in the development of what might be termed "centre-periphery" patterns of student mobility. The percentage of students moving solely between Federal Republic of Germany, France and UK has fallen very considerably in the 3 years to date (62%, 48.5% and 42% respectively), while the comparable flows between these Member States and those of the "periphery", and between the Member States located in the latter, have increased correspondingly.

This trend is amply confirmed by the figures for the increase in student-months in the same three categories: while there has been a 71% increase in the overall figure for all Member States, the relative increases in student-flows between "centre" and "periphery", and between "periphery" and "periphery" have been twice as great as those between "centre" and "centre".

The number of students estimated to be receiving a student grant in 1989/90 (27452) is roughly double the figure for the previous year.

18. For the 1989/90 academic year all Member States had a "National Grant Awarding Authority" (NGAA) (cf. para. 30), designated as the central agency at national level responsible, in accordance with the arrangements chosen by the authorities of each Member State, for the award of ERASMUS grants to students of universities in that Member State wishing to spend a recognized period of study in another Member State, whether within the framework of an ICP or as a "free mover". Although NGAA's may allocate grants directly to grantholders, the most common pattern is for indirect awards via the sending university.

19. Complementary Funding

The principle of complementarity between Community support and the contribution of the Member States towards attaining the objectives of ERASMUS is considered essential to the

future development of the programme. The "top-up" nature of ERASMUS grants, intended only to cover the additional costs of mobility, makes such support at student grants' level particularly important. Thus, the introduction in the course of 1989 by both the French and Spanish governments of complementary funding for students receiving ERASMUS mobility grants has been very encouraging. For 1990 similar support from both the Italian government and the regional authorities has been agreed on.

Action 3: Measures to promote mobility through the academic recognition of diplomas and periods of study

20. Action 3.1 of ERASMUS provides for the establishment of an experimental and voluntary European Community Course Credit Transfer System (ECTS) to enable students to receive credit for periods of study carried out and qualifications obtained at universities in other Member States.

ECTS

21. After a preparatory year in 1988/89, the ECTS the System was launched for a 6-year pilot phase in 1989/90. The following five subject areas are involved: business administration, history, medicine, chemistry and mechanical engineering. Higher education institutions from all Member States participate. The central objective of the Pilot Scheme is to develop credit transfer as an effective currency of academic recognition by providing universities admitting students from other Member States with a straightforward and reliable means of assessing such students' previous performance in order to insert them at appropriate points in the host institution's array of courses, regardless of whether or not an integrated exchange programme exists in the areas concerned. Under the scheme, students who have studied at an ECTS partner institution abroad may return to graduate with full credit at their home institution, go on to study at another institution within the same subject area group or remain to graduate at the host institution if the host institution agrees.

With the completion in 1988 of the preparatory work necessary for the launch of the pilot scheme, involving the selection of 81 higher education institutions and 3 consortia, the participating institutions were ready by January 1989 to take part in the Inner Circle of the Pilot Scheme, on the basis of one department per institution and two institutions per subject area from the larger Member States and one institution per subject area from the smaller ones. As members of the network they received a grant from the Commission to fund the additional activities necessary to implement ECTS, including the preparation of an information package for students, and mobility grants were also made available for Action 2 for the participating students.

The first ECTS plenary meeting of the Inner Circle institutions, preceded by the creation of a group of five Subject Area Coordinators to assist with the animation and coordination of the participants in each area, was held in Brussels on 26-27 January 1989. A total of 170 ECTS coordinators took part, and a similar number attended the second plenary in Pamplona on 11-12 April 1989 in order to work out details of implementing the scheme. In addition, an Outer Circle of universities was created comprising all those institutions interested in the development of ECTS : These institutions were kept fully informed of the principles and procedures

developed by the Inner Circle as a means of extending the benefit of the pilot experience as widely as possible.

In the first year of operation of the pilot scheme 569 students participated. All of the Member States except Belgium, Netherlands, Ireland and UK sent more students than they received, by margins of 3 to 1 in the case of some small 'peripheral' countries (Greece and Denmark), but significantly so even in the case of some 'central' ones (Federal Republic of Germany, France and Spain), while 3 Member States were net 'importers', one marginally (Belgium), another by a margin of 3 to 2 (Ireland) and a third by over 4 to 1 (UK). A further interesting feature was the differential "import-export" pattern in relation to the various subject-areas, where, it may be speculated, conventional student wisdom may perceive greater academic or career relevance in a particular area in some countries than in others. It is clear that the experience being acquired from the ECTS scheme will be of great value for future policy formation.

NARIC NETWORK

22. Action 3.2 of ERASMUS, relating to the European Community Network of National Academic Recognition Information Centres (NARIC network), is aimed at ensuring optimum cooperation between the NARIC Centres, individual universities and the Member State governments on questions concerning academic recognition, and at integrating the NARIC network into the ERASMUS Programme. The 11th meeting of the NARIC network took place in Rome in June, and the 12th was held in Brussels in December 1989. One of the main themes discussed at the Rome meeting was the proposed computerization of information exchange between NARICs and a further special meeting on this key issue was held in Brussels in November. Work was then put in hand to specify the system. At the 12th NARIC meeting the main items dealt with were specific problems of academic recognition and the involvement of NARICs in some Member States in the provision of information regarding the implementation of the General Directive.

Action 4 : Complementary measures to promote mobility in the Community

23. Action 4 serves the ERASMUS Programme through support to associations or consortia of universities working on a European basis to make initiatives in specific mobility-related fields better known throughout the European Community. A financial contribution of up to a maximum of ECU 20,000 may be awarded to facilitate the introduction or reinforcement of the European dimension within the activities of an association, to coordinate the activity of different national associations at European level, or to create a new association at European level. It also provides support for certain publications designed to enhance awareness of study and teaching opportunities in other Member States or to draw attention to important developments and innovative models for university cooperation throughout the European Community. The level of support for these is determined by the Commission on a cost-sharing basis, in the light of information provided by the applicant.
24. A total of 157 requests for support were received, which represented an increase of 32 or 25.6% compared to 1988/89. There were 117 from associations or consortia of universities in the academic year 1989/90, while 40 were for support for publications.

From this total of 157 applications, 51 projects (37 for university associations and 14 for publications) were selected for support, with ECU 356,000 awarded to university associations and ECU 114,650 to the publications; almost 10% of the total awarded to associations was to support student initiatives, mainly in the form of subject-related transnational associations designed to promote and enhance mobility. The student projects also include the creation of an association of "ERASMUS alumni" - students who have taken part in ERASMUS in previous years - as a network for providing practical support to ERASMUS students at university locations across the Community. The projects approved under Action 4.2 covered all subject areas and all 12 Member States were involved.

A number of publications sponsored by the Commission itself in 1989 were again supported within this Action (cf. §27 below).

25. Action 4 also provides for ERASMUS prizes to be awarded for outstanding contributions to the development of inter-university cooperation and to furthering the general aims of ERASMUS within the Community. These prizes will be awarded for the first time in 1990, on the basis of information available to the Commission, and will refer to the entire period of Phase I of the ERASMUS programme.
26. Taken as a whole, the results of the 1989/90 selection have confirmed the commitment of the academic world to quantitative and qualitative extension of inter-university cooperation and greater mobility of students and staff. In comparison to the academic year 1988/89 there has been a considerable rise in the number of applications for support, a significant increase in the volume of cooperation activity taking place within each of the projects supported, and a correspondingly massive increase in the total amount of money requested. This has meant that, although the total budget available rose from ECU 30 mio to ECU 52.5 mio, the ratio of supply to demand improved relatively little, at approximately 1:2.7 and thus, overall, almost two in three projects could not be accepted. This highly selective situation is an obvious cause for concern, particularly as the majority of requests for support were clearly at a better-than-acceptable level of quality. Thus selection, and the justification of rejection, continued to pose severe problems.

Information activities

27. Information activities directed at the academic community, relevant national agencies and authorities and the media on the opportunities offered by the ERASMUS Programme continued throughout the year under review, with special attention being given to creating "user-friendly" products for students and programme directors, using a computerized mailing-list with over 4000 records. As far as possible, documents were produced in all 9 official working languages of the Community.

Particularly noteworthy were the following publications :

- *European Community Student Handbook* (6th edition);
- *Directory of Inter-University Cooperation Programmes 1988/89*, in a new format and indexed;

- two publications relating to the NARIC Network:
 - *Academic Recognition of Higher Education Qualifications in EC Member States*;
 - *Academic Recognition of Higher Education Entrance, Intermediate and Final Qualifications in the EC: Multilateral and Bilateral Conventions, Unilateral Decisions*;
- the *ERASMUS Newsletter*, issued thrice-yearly to a greatly-increased number of subscribers, with increase content, a revised format and improved layout;
- documentation containing detailed information on ERASMUS grants and application procedures for the academic year 1989/90, sent to all higher education institutions;
- brochure and leaflet describing ECTS;
- a practical guide for teachers on how to create and maintain an effective Inter-University cooperation Programme.

Work continued on the preparation of the forthcoming Directory of Higher Education Institutions in the European Community and the Directory of Higher Education Diplomas and Qualifications.

A total of 3445 individual enquiries were dealt with during the year, well over half of which came from students, and a large number of visitors and journalists seeking information on ERASMUS were received.

In February, Commission representatives were actively involved in responding to enquiries from the 97,000 visitors to the European Student Fair in Brussels, and in December, in line with the Commission's continuing concern to assist in the mobilisation of more students in the "peripheral" Member States, ERASMUS staff attended the first Student Forum at the International Lisbon Fair, receiving many enquiries from the over 200,000 visitors to the latter.

The Commission continued to provide, wherever possible, speakers and observers at meetings, conferences and seminars within the academic community where the question of mobility was a subject of discussion. In 1989 over 150 of the almost 300 invitations received were accepted.

Organisational and consultative infrastructure

28. ERASMUS Advisory Committee

The Commission is assisted by the ERASMUS Advisory Committee (EAC) in the implementation of the Programme, through consultation on the general approach to the measures provided for by the programme and the overall balance of the actions and exchanges between Member States.

The EAC met three times in 1989. The main purpose of the 5 April meeting was to advise the Commission on proposals to be made to the Council in respect of Phase II of ERASMUS. The meeting of 23-24 May was mainly concerned with a review of the profile of ICPs to be supported in 1989/90, while that of 9-10 October held at the invitation of the German authorities at the University of Würzburg was primarily devoted to discussion of the progress of

arrangements for evaluation of ERASMUS, and the results so far. The work of the EAC has provided a valuable contribution to the Commission's thinking on all these issues.

29. **Academic Advisory Groups**

The Commission is assisted, in carrying out its selection of ICPs, by three Academic Advisory Groups (AAGs). The role of these groups, made up of representatives of the academic world appointed by the Commission is to provide the latter with an informal expert opinion in relation to the ICPs proposed for selection. In 1989, in addition to their regular meetings for this purpose, they held a Plenary Meeting on 5-6 October to review with the Commission the principles and operation of the selection process and to conduct an in-depth discussion on selection criteria.

30. **National Grant Awarding Authorities**

The National Grant Awarding Authorities (NGAAs) which, under Action 2.2 of the Annex to the Council Decision, are responsible for the administration of ERASMUS student grants, are now operating in all 12 Member States. Their representatives met twice in 1989 (on 12-13 June and 24 November) to discuss the implementation of the student grants scheme. Revised guidelines for the NGAAs were presented and discussed at the June meeting, as well as various operational issues. At the November meeting the main subject for discussion were the implications for NGAAs of ERASMUS Phase II. This meeting was introduced by Mr Jospin, the French Minister of Education.

31. **ERASMUS Bureau**

The Commission continues to be assisted in the implementation of the ERASMUS Programme by the ERASMUS Bureau, a non-profit organisation with which appropriate contractual arrangements have been made. This arrangement reliably and cost-effectively underpins the high levels of efficiency and flexibility attained in the administration of the programme.

During 1989 the Bureau assisted the Commission in particular by handling over 6000 applications for financial support for which over 3500 contracts were issued and grants paid. The analysis of over 3000 reports submitted by the previous year's holders was also carried out. Furthermore, technical coordination of the NGAA and the NARIC networks was assumed and assistance provided to the Commission with regard to the preparation and follow-up of meetings of the ERASMUS Advisory Committee. Among the information activities carried out by the Bureau were the preparation of over 100.000 copies of the "Guidelines for Applicants", of 3 issues of the Newsletter in 9 languages as well as of a number of the publications mentioned above (cf. para. 26). In addition, over 2800 written requests for information were processed and more than 500 visitors from throughout the Community received. Finally, the Bureau has developed a specialised infrastructure to respond to the needs of ERASMUS, including a specially developed computer software system (decision-support system, reports, contracts, cheques), and specialist mailing services optimising use of both public and private facilities across Europe.

III. MONITORING AND EVALUATION OF THE ERASMUS PROGRAMME

32. In 1989 efforts made with regard to the monitoring and evaluation of the Programme have enabled the Commission to monitor the progress of the Programme, identify its problem areas, reach a preliminary judgement on results hitherto and lay the foundations for a medium-and long-term evaluation policy. At the same time, they have emphasised the full extent of the challenge to policies and resources which evaluation poses.

33. In the context of internal monitoring activities the emphasis was laid on :

- setting up data processing arrangements for collecting and storing information on ERASMUS students by an external research unit. The results of the survey of 1987/88 students are now available, the 1988/89 survey linked to this is underway; the same research institute is now conducting the first large-scale survey of ERASMUS students, with a view to assessing the overall impact of study abroad on the students participating;
- analysing the annual reports sent in by ERASMUS grantholders;
- bilateral consultations between the Commission and the national authorities responsible for the Programme in each Member State, concentrating on issues of common interest related to the future development of ERASMUS;
- meetings which brought together the main protagonists of the Programme, university coordinators and students respectively, to discuss the main problems they have faced;
- launching of a series of site visits to a representative sample of universities throughout the Community. This is considered to be an important means of maintaining direct contact with the universities involved in ERASMUS and should help to sustain motivation among ERASMUS programme directors in the field, provide information on the realities of inter-university cooperation in the different Member States and further develop cooperation in the institutions visited. Visits to institutions in the Federal Republic of Germany and in Portugal have already taken place. Visits to other Member States are planned for to the coming months;
- lastly, the Commission has taken part in numerous seminars and meetings dealing with problems linked to the implementation of the Programme in the various Member States.

External Evaluation Studies

34. At the same time in-depth analyses have been carried out on behalf of the Commission by external experts in relation to particular key problems identified, notably :

- issues related to academic recognition of periods of study in another Member State, concentrating on the factors which constitute obstacles to recognition and the different types of recognition arrangements in existence;

- a series of case-studies on a number of the most promising arrangements introduced so far within inter-university cooperation programmes for the linguistic and cultural preparation of students;
- studies on curriculum adaptation, credit transfer and academic recognition within inter-university cooperation programmes in the ECTS - relevant fields of History, Business studies, Chemistry and Mechanical Engineering with a view to producing a catalogue of specific types and models of agreements already established;
- an analysis of the obstacles to participation in ERASMUS of subject areas under-represented until now (Fine Arts, Music and Drama, Teacher Education, Medicine) along with recommendations on how to improve the representation of these subjects;
- an investigation of the means of improving flows of information on ERASMUS to the Southern European Member States with a view to identifying the most effective national support lines in the four countries concerned (Greece, Italy, Spain and Portugal);
- a study of the accommodation problem as it presents itself for ERASMUS students, concentrating on an investigation of the main problems according to Member State and the preparation of proposals for action (in progress).

35. The culmination of this procedure was the publication by the Commission in December 1989 of a report on the *Experience Acquired in the Application of the ERASMUS Programme 1987-89*. The specific aim of this document was to respond to the requirements of Article 7 of the 1987 Council Decision which states that "Before 31 December 1989, the Commission shall submit a report to the European Parliament and the Council on the experience acquired in the application of the programme, as well as, if appropriate, a proposal to adapt it."

IV. FUTURE PERSPECTIVES

Phase II of ERASMUS

36. On 14 December 1989 the Education Council, under French presidency, approved the Commission's proposals relating to the second phase of the Programme. The budget deemed necessary for the first three years of the five-year period covered by the revised Decision (1990-1994) amounts to 192 ECU Mio².

The essential changes contained in the amended Council Decision are as follows :

- Foreign language preparation : alongside provision for language preparation of students within Action 2 as a component of the grant awarded to individual students,

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2. In its Opinion on the Commission's proposals, the European Parliament recommended a budget of 350 ECU mio for the first three years of the 5 year period.

explicit reference is made to the inclusion, "as necessary", of an "integrated period of foreign language preparation" as part of Action 1. Experience has shown that to arrive at balanced student flows between all Member States, good linguistic and cultural preparation of students is crucial and should be principally the responsibility of the universities involved in the exchange agreement. It is also specified that "wherever possible, the preparation in the foreign language should be commenced in the country of origin before departure";

- Pluriannual funding : universities will receive support "for a maximum period of three years in the first instance subject to periodic review". The need for pluriannual funding was a common thread running through all discussions carried out within the framework of the evaluation of the Programme until now and although the precise operational consequences have yet to be finally determined, it is hoped that the application and reporting process will be simplified and thus participating universities will be able to forward plan their activities more efficiently;
- Criteria for allocating the student grants budget to each Member State : the significant modifications agreed on mean that firstly, there will be an initial allocation of ECU 200,000 to all Member States regardless of size. Secondly, the remaining sum will be allocated not by two parameters (student population and 18-25 years of old population) as at present but by these parameters plus an additional two, namely the average cost of travel between Member States and the relative differences in the cost of living. Thirdly, a small proportion of the total annual student grants budget (not to exceed 5%) will be allocated by the Commission (in most instances via the NGAAs), in order to "ensure balanced participation across the various subjects, to take account of the demand for programmes and of student flow and to deal with certain specific problems in particular the financing of certain grants which because of the structure of the exceptional programmes concerned, cannot be administered by national agencies";
- Extension to students seeking a further qualification in another Member State : in exceptional circumstances and within the framework of ICPs it will now be possible for students who have completed their entire university course in their country of origin to obtain a further qualification in another Member State;
- Minimum duration study abroad : a three month minimum remains, but the notion of "a significant period of academic study" is introduced;
- Removal of 10% budgetary ceiling on expenditure for Actions 3 and 4. This restriction has been removed for Action 3 and a limit of 5% introduced for Action 4 alone.

The new arrangements decided on by Council will come into force from January 1991, except the revised Action 2 allocation criteria which will be introduced from the start of the 1990/91 academic year.

The preparation of the implementation of the amendments to the Council Decision on Phase II of ERASMUS will be a major preoccupation in the coming year.

37. In quantitative terms, student mobility has increased considerably from 4000 students in the first year of the Programme, to some 28000 in academic year 1989/90 and the number of ICPs

has risen from 400 in 1987/88 to 1500 in 1989/90. However, this still only represents an overall level of mobility of less than 2% and, thus, a considerable amount of effort is still necessary in order to attain the Commission's stated objective of boosting the proportion of students who spend a period of study in another Member State to around 10% of the student population by 1992.

Monitoring and Evaluation

38. Within the context of the future development of ERASMUS in Phase II the continuation of measures to monitor and evaluate the progress of the Programme will take on increasing importance. Provision is now made in the Decision text itself for such activities and the Commission's strategy for the coming years will contain a number of different elements.

LINGUA

39. The future development of ERASMUS must be viewed within the wider framework of Community initiatives in the field of education and training to achieve the Internal Market. In this respect it is particularly important to note the adoption by the Council in July 1989 of the Commission's proposals for the LINGUA Programme, designed to promote the teaching and learning of foreign languages. Action II of LINGUA is concerned with the promotion of inter-university cooperation, and in particular the stimulation of increased mobility and exchanges of students and staff, as a means of improving the initial training of future teachers of foreign languages. It has been decided that the administration of Action II of LINGUA will be carried out in accordance with the same procedure as that used for the ERASMUS Programme. Action II of LINGUA will become operational as of academic year 1990-91 and the smooth interaction between ERASMUS and this part of the LINGUA Programme will be a major preoccupation in the coming year.

EFTA

40. During the Council meeting on 14.12.1989 at which the ERASMUS Phase II proposals were adopted a commitment was also made to examine in the course of 1990 the possibility of EFTA participation in ERASMUS. The implementation of this commitment will represent a major priority for the coming year.

TEMPUS

41. The mandate given to the Commission in December 1989 for the urgent implementation of a programme to stimulate cooperation between the European Community and the countries of Central and Eastern Europe in these fields has led to the introduction within the framework of the PHARE initiative of proposals for TEMPUS programme (Trans-European Mobility Scheme for University Studies). These do not comprise a formal extension of existing Community programmes but rather constitute a specific new programme to meet the needs of the countries concerned. To this end, and particularly in view of the important role the higher education sector will play in TEMPUS, the Commission will, in the implementation of the new

programme, draw notably extent upon the experience gained in the running of the ERASMUS Programme.

42. In the medium-term perspective, further developments in university cooperation may also result from the DELTA project as well as from the Information Services Market Programme called IMPACT. There are strands within DELTA (Developing European Learning through Technological Advance) which refer directly to the implementation of European teaching and learning networks.

TABLE 1
ICP Applications by Member State of coordinating institution
1988/89 and 1989/90

Member State	1988/89		1989/90		Increase/Decrease	
	Number	%	Number	%	Number	%
B	173	8.5	192	8.6	19	0.1
D	293	14.5	280	12.6	-13	-1.9
DK	44	2.2	78	3.5	34	1.4
E	180	8.8	228	10.3	48	1.5
F	444	21.8	429	19.3	15	-2.5
G	51	2.5	46	2.1	-5	-0.4
I	211	10.3	252	11.3	41	1.0
IRL	57	2.8	57	2.6	-	-0.2
LUX	2	0.1	1	0.0	-1	0.1
NL	169	8.3	198	8.9	29	0.6
P	50	2.5	70	3.2	20	0.7
UK	367	18.0	390	17.6	23	-0.4
Total	2041	100	2221	100		

TABLE 2
ICP Applications by number of involvements in all applications
1988/89 and 1989/90

Member State	1988/89		1989/90		Increase/Decrease	
	Number	%	Number	%	Number	%
B	347	17.0	389	17.5	42	0.5
D	830	40.7	850	38.3	20	2.4
DK	120	5.9	185	8.3	65	2.4
E	532	26.1	665	29.9	133	3.8
F	1044	51.1	1098	49.4	54	-1.6
G	137	6.7	160	7.2	23	0.5
I	489	24.0	589	26.5	100	2.5
IRL	160	7.8	204	9.2	44	1.4
LUX	8	0.4	7	0.3	-1	-0.1
NL	418	20.5	466	21.0	48	0.5
P	160	7.8	210	9.5	50	1.7
UK	1030	50.5	1157	52.1	127	1.6
Total						

TABLE 3
ICP Applications by Subject Area,
1988/89 and 1989/90

Subject Area	1988/89		1989/90		Increase/Decrease	
	Number	%	Number	%	Number	%
Agriculture	65	3.2	65	2.9	-	-0.3
Architecture	71	3.5	79	3.6	8	0.1
Fine Arts/Music	61	3.0	76	3.4	15	0.4
Business	222	10.9	270	12.2	48	1.3
Education	63	3.0	58	2.6	-5	-0.4
Engineering	281	13.8	282	12.7	1	-1.1
Geography/Geology	62	3.0	71	3.2	9	0.2
Humanities	108	5.3	113	5.1	5	-0.2
Languages	371	18.2	412	18.6	41	0.4
Law	119	5.9	129	5.8	10	-0.1
Mathematics/Informatics	68	3.3	81	3.6	13	0.3
Medical Sciences/Psychology	139	6.8	122	5.5	-17	-1.3
Natural Sciences	172	8.4	177	8.0	5	-0.4
Social Sciences	184	9.2	219	9.9	35	0.7
Miscellaneous	52	2.5	67	3.1	15	0.6
Total	2041	100	2221	100		

TABLE 4
Accepted ICPs by number of involvements
1988/89 and 1989/90

Member State	1988/89		1989/90		Increase/Decrease	
	Number	%	Number	%	Number	%
B	191	17.5	277	18.4	86	0.9
D	449	41.1	619	41.1	170	-
DK	73	6.7	129	8.6	56	1.9
E	314	28.8	456	30.3	142	1.5
F	578	53.0	767	50.9	189	-2.1
G	74	6.8	121	8.0	47	1.2
I	291	26.7	450	29.9	159	3.2
IRL	95	8.8	143	9.5	48	0.7
LUX	4	0.4	7	0.5	3	0.1
NL	260	23.8	334	22.2	74	1.6
P	101	9.0	156	10.4	55	1.4
UK	571	52.3	816	54.1	245	1.8

TABLE 5
Accepted ICPs by coordinating institution
1988/89 and 1989/90

Member State	1988/89		1989/90		Increase/Decrease	
	Number	%	Number	%	Number	%
B	89	8.2	129	8.6	40	0.4
D	144	13.2	190	12.6	46	-0.6
DK	25	2.3	48	3.2	23	0.9
E	103	9.4	135	9.0	32	-0.4
F	225	20.6	283	18.8	58	-1.8
G	20	1.8	31	2.1	11	0.3
I	124	11.4	184	12.2	60	0.8
IRL	26	2.4	37	2.5	11	0.1
LUX	0	0.0	1	0.0	1	-
NL	96	8.8	140	9.3	44	0.5
P	29	2.7	41	2.7	11	-
UK	210	19.2	288	19.1	78	-0.1
	1091	100				

TABLE 6
Accepted ICPs by Subject Area
1988/89 and 1989/90

Subject Area	1988/89		1989/90		Increase/Decrease	
	Number	%	Number	%	Number	%
Agriculture	39	3.6	40	2.7	1	-0.9
Architecture	39	3.6	53	3.5	14	-0.1
Fine Arts/Music	31	2.8	57	3.8	26	1.0
Business	102	9.3	129	8.6	27	-0.7
Education	23	2.1	41	2.7	18	0.6
Engineering	158	14.5	206	13.7	68	-0.8
Geography/Geology	26	2.3	41	2.7	15	0.4
Humanities	61	5.5	84	5.6	23	0.1
Languages	208	18.9	285	18.9	77	-
Law	72	6.9	98	6.5	26	-0.4
Mathematics/Informatics	39	3.6	62	4.1	23	0.5
Medical Sciences/Psychology	63	5.8	89	5.9	26	0.1
Natural Sciences	103	9.4	133	8.8	30	-0.6
Social Sciences	100	9.2	145	9.6	45	0.4
Miscellaneous	28	2.6	44	2.9	16	0.3
Total	1091	100			1507	100

TABLE 7

BUDGET 1989

ACTION 1

Interuniversity Cooperation Programmes	13.920
Preparatory Visits	3.050

ACTION 2

Students Grants	26.820
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ACTION 3

ECTS - EC Credit Transfer Scheme	0.840
Curriculum Development Programmes	0.730

ACTION 4

Intensive Seminars	1.300
Teaching Visits	0.120
Associations	0.356
Publications	0.489

Information, Monitoring and Evaluation	2.033
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Programme Administration	2.848
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TOTAL	52.506
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