



ERASMUS Monographs No. 16

Friedhelm Maiworm
Wolfgang Steube
Ulrich Teichler

ERASMUS STUDENT MOBILITY PROGRAMMES 1989/90 IN THE VIEW OF THEIR COORDINATORS

Select Findings of the ICP Coordinators' Reports 1989/90

Werkstattberichte 41



Wissenschaft-
liches Zentrum
für Berufs- und
Hochschul-
forschung der Universität
Gesamthochschule Kassel

Reihe WERKSTATTBERICHTE



ERASMUS Monographs No. 16

Friedhelm Maiworm

Wolfgang Steube

Ulrich Teichler

**ERASMUS Student Mobility
Programmes 1989/90
in the View of Their Coordinators**

Select Findings of the ICP Coordinators' Reports 1989/90

WERKSTATTBERICHTE - Band 41

Wissenschaftliches Zentrum
für Berufs- und Hochschulforschung
der Universität Gesamthochschule Kassel

Kassel 1993

ERASMUS Monographs No. 16

The study was commissioned by the Task Force: Human Resources, Education, Training and Youth of the Commission of the European Communities.

The present report has been prepared in the context of the monitoring and evaluation of the European Community Action Scheme for the Mobility of University Students (ERASMUS). It is designed primarily for use within the services of the Commission of the European Communities, and although the report is being placed at the disposal of the general public, it is emphasized that the views which it contains are those of the authors and do not necessarily represent the official position of the Commission.

**Copyright © 1993 Commission of the European Communities
Task Force: Human Resources, Education,
Training and Youth**

WERKSTATTBERICHTE

**Herausgeber: Wissenschaftliches Zentrum für Berufs- und Hochschulforschung der
Universität Gesamthochschule Kassel,
Henschelstraße 4, D-34109 Kassel**

Redaktion: Christiane Bradatsch

Druck: Druckwerkstatt Bräuning + Rudert GbR, Espenau

ISBN: 3-928172-62-X

Verlag Jenior & Preßler, Lassallestr. 15, D-34119 Kassel

Contents

Preface	7
1. Objectives and Methods of the Survey	9
2. Profile of the Programmes	15
2.1 Subject Areas	15
2.2 Number of Participating Countries	16
2.3 Number of Partners	17
2.4 Number of Students	18
2.5 Duration of Study Periods Abroad	19
2.6 Timing of the Study Period Abroad	20
3. Academic Arrangements of the Programmes	23
3.1 Information on Study Abroad Opportunities	23
3.2 Selection of Students	25
3.3 Curricular Integration	28
3.4 Work Placements	35
4. Services Provided by the Participating Institutions	39
4.1 Preparation at the Home Institution	39
4.2 Language of Instruction and Language Training Abroad	46
4.3 Assistance Provided by the Host Institution	50
4.4 Accommodation	53
4.5 Problems Encountered by Students While Abroad	57

5.	Recognition and Academic Impacts	63
5.1	Means of Assessment of Students	63
5.2	Extent of Recognition	68
5.3	Reasons for Incomplete Recognition and Efforts for Easing Recognition	70
5.4	Certification of Studies Undertaken Abroad	74
6.	General Outcomes	79
7.	Major Problems and Suggestions for Improvement	85
7.1	Frequency of Problems	85
7.2	Financial Issues	87
7.3	Administrative Issues Regarding the Interaction between the Commission and the Institutions of Higher Education	91
7.4	Administrative Issues at Institutions of Higher Education and the Workload Involved	97
7.5	Issues of Students' Life and Study	99
8.	Summary	103
8.1	Content and Information Basis of the Study	103
8.2	Profile of the Programmes	103
8.3	Academic Arrangements	104
8.4	Services Provided	105
8.5	Recognition and Academic Impacts	105
8.6	Spin-Offs	106

Preface

The European Community Action Scheme for the Mobility of University Students (ERASMUS) was established by the Council Decision of 15 June 1987. The first phase of the Programme covered the academic years 1987/88 - 1989/90, the second phase being based on the amended Council Decision of 14 December 1989. The Programme is open to all types of higher education institution and all subject areas.

A central element of the ERASMUS Programme is the furthering of student mobility within the European Community. The student mobility programmes established under the Programme offer university students a chance to undertake a substantial period of study (minimum 3 months) in another Community Member State fully recognized by the home institution as an integral part of their degree. The Inter-University Cooperation Programmes (ICPs) set up under ERASMUS can also incorporate other activities such as teaching staff mobility, development of new curricula, and intensive programmes. Collectively, the ICPs constitute the European University Network established under ERASMUS.

In 1989, the European Community Course Credit Transfer System (ECTS) was introduced as an experimental pilot project designed to test the European potential of credit transfer as an effective means of academic recognition.

Furthermore, ERASMUS offers the possibility to academic and administrative staff of undertaking preparatory or study visits to other higher education institutions within the Community, and provides support for a wide range of complementary activities seeking to improve the climate for academic cooperation within the Community.

Since the inception of ERASMUS, great importance has been attached to ensure thorough monitoring and evaluation of the Programme's progress. The Task Force Human Resources, Education, Training and Youth of the Commission of the European Communities has therefore commissioned or supported the preparation of a number of studies on various aspects of the Programme's development.

Some of these studies, though designed primarily for use within the services of the Commission of the European Communities, are now being published in the ERASMUS Monograph series, in order to make them accessible to a wider public. Each in its own way contributes to the overall evaluation process of the Programme in more than just a historical sense. These evaluations of academic recognition matters, of the development of specific subject areas, of the role of language training, of accommodation matters etc. are of relevance to those working with or having an interest in ERASMUS. The full list of studies appears elsewhere in the present volume.

Objectives and Methods of the Survey

In 1987, the Commission of the European Community inaugurated an Action Scheme for the Mobility of Students (ERASMUS). Supplementary grants, aiming to bear the additional costs for studying a period in another EC Member State, are predominantly awarded to students taking part in Inter-University Cooperation Programmes (ICPs), where two or more departments from institutions of higher education cooperate in the provision for regular exchange of students, and the ICPs are also awarded support for part of the institutional costs involved.

In order to monitor the successes and problems of the ERASMUS Programme in general or those specifically relevant to individual ICPs, the ICP coordinators are asked as part of their contractual obligation to provide a written report. In 1987/88 and in 1988/89, ICP coordinators were expected to write a report according to guidelines sent in advance.

In 1989/90, this open way of reporting was substituted by a report form which partly called for short statements and partly asked to tick applicable categories of response. ICP coordinators were asked to provide information on a 31-page form "ERASMUS Inter-University Cooperation Programme (ICP) Grant: Programme Coordinator's Report Form, Academic Year 1989/90". Sixteen pages of the form referred to student mobility, four pages to staff mobility and two pages each to curriculum development and intensive programmes, while the remaining pages were reserved for general descriptions, financial matters and recommendations regarding the ERASMUS Programme as a whole.

As regards student mobility, programme coordinators were initially asked to describe the profile of the programme: the participating institutions and departments, field of study, duration of the study period in the host country, timing of the period abroad in the overall course programme, the possible inclusion of a

work placement in the host country, and size of the programmes in terms of the "flows" of students between the participating institutions.

The form predominantly focused on the various educational and administrative arrangements for the study period of the ERASMUS students:

- ways of informing students about study opportunities abroad;
- criteria and procedures for selecting participating students;
- curricular integration of the study period in the host country (mandatory or optional component of the course programme, joint elements of course programmes at home and abroad, participation in regular courses abroad or specific courses provided for students from other countries, etc.);
- preparation (provision of materials, meetings, language courses, preparatory courses, counselling etc.);
- issues of foreign language proficiency (preparation, language of instruction abroad, students' foreign language proficiency);
- academic and administrative support provided by the host institution; and
- ways of assessment of student performance during the study period abroad and upon return.

Furthermore, a substantial proportion of questions encouraged the programme coordinators to assess the programme and its impacts in terms of:

- perception of problems encountered by students while abroad;
- perceived impacts of study abroad on the students as well as on the participating institutions; and
- extent of recognition granted.

In this context, programme coordinators were not merely asked to provide a factual account, but also to explain the major goals of the programme, to describe changes realized during the respective year and their underlying rationales. Finally, coordinators were asked to describe the degree of similarity or reciprocity of the arrangements at the various participating institutions and the possible reasons for differing arrangements.

This study is based on the information provided by coordinators on student mobility issues with 1,241 ICP coordinators providing information. Most questions on student mobility are standardized and allow a statistical analysis, with differences of responses examined according to subject area, participating countries and departmental units, etc. In addition (or sometimes alternatively to the information provided by the coordinators), some data on the participating students available from technical data sheets by the NGAAAs were included in the data set.

Of the 1,348 Inter-University Cooperation Programmes (ICPs) which were originally awarded support for student mobility 1989/90, 37 programmes withdrew or eventually did not realise any of the envisaged student mobility. In the framework of the remaining 1,311 student mobility programmes 17,804 students were awarded a grant for a study period abroad (see R. Kreitz and U. Teichler. *Student Mobility within ERASMUS 1989/90*, Kassel: Wissenschaftliches Zentrum für Berufs- und Hochschulforschung, 1993). Seventy coordinators (5.3 %) did not send back the report form or reported in a way which could not be included in the statistical analysis (incomplete responses, use of an outdated report form, etc). Thus, this subsequent analysis is based on the information provided on 1,241 ICPs with 17,129 ERASMUS grantees.

According to the coordinators' estimates, within these 1,241 programmes 3,032 students went abroad without an ERASMUS grant¹. The ratio of students without to students with an ERASMUS student mobility grant was 0.18. The ratio was highest in engineering and business studies (0.36 each), the lowest in mathematics (0.09), communication/information science (0.08) and in natural science (0.06). Belgium (0.44) and Ireland (0.41) had a high ratio of students without to students with a grant while in Greece (0.01) and Italy (0.08) students rarely went abroad within an ICP without an ERASMUS student mobility grant.

As Table 1.1 shows, the distribution according to subject area of the 1,241 ICPs for which information was provided does not differ significantly from that of all 1,311 ICPs actually supported in 1989/90. This indicates that the few missing report forms do not distort the findings.

This study aims to demonstrate the major findings. Special attention is placed on differences by field of study for two main reasons. First, exact information according to home and host country is not available, as ICP coordinators were asked to provide information on the programme as a whole, with the result that responses could not be attributed to single home and host countries. Therefore, it was considered necessary to score responses for each ICP to all the home and host countries involved in that ICP. For example, "Italy" in a home country table includes information on all ICPs in which Italian institutions of higher education send students abroad. Secondly, characteristics of programmes turned out to be mostly determined by the fields of study. In case other factors, such as for example duration of the study period abroad or size of the ICP, play an important role, the respective data is also presented.

1 The data has to be treated cautiously, since coordinators were only asked for their estimate of the numbers of students having been abroad within the whole ICP (i.e. student mobility between all partners) without an ERASMUS grant.

Table 1.1
All Student Mobility ICPs and Coordinators' Reports Received, by Field of Study (absolute numbers and percent)

	All Student Mobility ICPs*		Coordinators' reports received	
	Number	Percent	Number	Percent
Agricultural sciences	36	2.7	31	2.5
Architecture	47	3.6	45	3.6
Art and design	49	3.7	44	3.5
Business studies/ management sciences	114	8.7	114	9.2
Education/teacher training	30	2.3	28	2.3
Engineering/technology	184	14.0	180	14.5
Geography/geology	33	2.5	31	2.5
Humanities	74	5.6	69	5.6
Languages/philological sciences	267	20.4	253	20.4
Law	88	6.7	81	6.5
Mathematics/informatics	51	3.9	45	3.6
Medical sciences	67	5.1	64	5.2
Natural sciences	111	8.5	106	8.5
Social sciences	122	9.3	114	9.2
Communication/information sciences	12	0.9	12	1.0
Other areas of study	7	0.5	7	0.6
Framework agreements in various areas of study	19	1.4	17	1.4
Total	1311	100.0	1241	100.0

* Source: Teichler, Kreitz, Maiworm: Student Mobility within ERASMUS 1989/90, based on data on Student Mobility 89/90 by NGAAs (National Grant Awarding Authorities)

In addition to the questions which allowed multiple responses, a couple of other questions had to be treated as multiple response as well, because sometimes within single ICPs considerable differences in measures, problems, etc. existed between partners. The totals in these tables are therefore greater than 100 per cent.

Furthermore, when responses by ICP coordinators are compared to those of students, the responses by the ICP coordinators are weighted according to the number of participating students. For this purpose the data on student mobility 1989/90 provided by the National Grant Awarding Authorities (NGAAs) was combined with the data provided by the coordinators.

A further limitation of this study has to be mentioned. With the exception of the sections of the report form in which the coordinators discussed major problems and recommended improvements, information is provided only on the responses to "closed" and "quantifiable" questions. Within the limitations of time and resources, it proved impossible to analyse those "open" sections in which the ICP coordinators explained the rationales and described the changes over time.

The study was conducted by a research team at the Centre for Research on Higher Education and Work of the Comprehensive University of Kassel (Federal Republic of Germany). Friedhelm Maiworm, Wolfgang Steube and Ulrich Teichler, the head of the research team, carried out the study and wrote this report. Formal checks of the responses, the coding of open questions, help in the analysis and the data processing were done by Skarlatos Antoniadis, Angela Antona, Erik Bjurström, Martin Eidmann, Bernhard Krede, Isabelle Le Mouillour and Sabine Stange. Kristin Gagelmann took over many responsibilities in administering the survey and Paul Greim in the processing of this text. Irene Magill was responsible for all the proof reading. The study was eased by substantial support from the Task Force for Human Resources, Education, Training and Youth, and from the ERASMUS Bureau. Many experts in charge of academic or administrative aspects of ERASMUS programmes in various Member States of the European Community provided valuable advice and support for all stages of the project.

The data processing and statistical analysis was undertaken with the help of the Siemens BS2000 computer of the University of Kassel and on IBM personal computers of the Centre. Programme packages SPSS-X served the statistical analysis and the provision of tables.

Profile of the Programmes

2.1 Subject Areas

As already explained in the introductory chapter, we assume that the small number of ICP Coordinators' Report Forms not submitted, incomplete or otherwise not suitable for inclusion does not substantially affect the representativeness of the data set on which this report is based. It was also reported in the introductory chapter that the subsequent information on the profile of the programmes was predominantly based on administrative reporting about the participating students and fellowships awarded rather than on information provided in the Report Forms by the ICP coordinators.

As Table 2.1 shows, the largest number of inter-university cooperation programmes was in the field of languages and philological sciences (253 programmes). The next most "significant" fields - in terms of numbers of ICPs - were engineering and technology (180 programmes), business studies and management science, social sciences (114 programmes each), and natural sciences (106 programmes). All in all, nearly two thirds of the programmes were administered within these "large" five subject areas.

About 17 percent of the ICPs were in the three subject areas law (81 programmes), humanities (69 programmes), and medical sciences (64 programmes). The remaining 20 percent of the ICPs were in the other nine subject areas according to the classification used within the ERASMUS Programme, including "framework agreements in various areas of study" and "other areas of study".

Table 2.1
Distribution of Inter-University Cooperation Programmes by Field of Study
(absolute numbers and percent)

	Absolute	Percent
Agricultural sciences	31	2.5
Architecture	45	3.6
Art and design	44	3.5
Business studies/ management sciences	114	9.2
Education/teacher training	28	2.3
Engineering/technology	180	14.5
Geography/geology	31	2.5
Humanities	69	5.6
Languages/philological sciences	253	20.4
Law	81	6.5
Mathematics/informatics	45	3.6
Medical sciences	64	5.2
Natural sciences	106	8.5
Social sciences	114	9.2
Communication/information sciences	12	1.0
Other areas of study	7	0.6
Framework agreements in various areas of study	17	1.4
Total	1241	100.0

2.2 Number of Participating Countries

The size of an ICP network, as measured by the number of partners will influence many academic and administrative aspects of student exchange. The number of EC Member States participating in each ICP network indicates both the range of options and the complexity of cooperation.

As Table 2.2 shows, more than 60 percent of programmes were cooperations between only two EC Member States: in about 20 percent of the programmes three EC Member States, and in 9 percent four EC Member States cooperated.

Only 10 percent of the ICPs were networks comprising partners from more than four partner countries.

Table 2.2
Number of EC Member States Involved in the Inter-University Cooperation Programmes (absolute numbers and percent)

Number of EC Member States	Absolute	Percent
2	765	61.6
3	247	19.9
4	109	8.8
5	64	5.2
6	34	2.7
7	15	1.2
8	4	0.3
9	2	0.2
10	1	0.1
Total	1241	100.0

2.3 Number of Partners

On average, 3.3 partners cooperated within an ICP. As Table 2.3 shows, in almost all fields there were an average of between 2.9 and 3.6 partners. Only ICPs in business studies (4.2) and in geography and geology (4.0) tended to be larger, as far as the number of partners involved was concerned.

Table 2.3
Average Number of Partners per Inter-University Cooperation Programme
by Field of Study (ratio and absolute numbers)

Field of study	Absolute Number of ICPs	Ratio Partners per ICP
Agricultural sciences	31	3.5
Architecture	45	3.1
Art and design	44	3.4
Business studies/ management sciences	114	4.2
Education/teacher training	28	3.3
Engineering/technology	180	2.9
Geography/geology	31	4.0
Humanities	69	3.0
Languages/philological sciences	253	3.4
Law	81	3.3
Mathematics/informatics	45	3.2
Medical sciences	64	2.9
Natural sciences	106	3.4
Social sciences	114	3.4
Communication/information sciences	12	3.6
Other areas of study	7	3.1
Framework agreements in various areas of study	17	3.6
Total	1241	3.3

2.4 Number of Students

Within the 1,241 inter-university cooperation programmes, 17,135 students went abroad who were awarded an ERASMUS grant. Around 45 percent of these students were enrolled in the two "largest" fields of study in terms of participation in the ERASMUS programme: business studies (23 %) and languages (22 %). A further 10 percent of the students were enrolled in engineering and 9 percent each in social sciences and law. One quarter of the

students went abroad in the remaining 11 fields of study (including "other areas of study") or within framework agreements between various areas of study.

As Table 2.4 indicates, the average size of the ICPs in terms of the number of students varied considerably by the field of study. The average number of students in ICPs ranged from more than 30 in business studies and in ICPs comprising framework agreements in various areas of study, to about 20 in the ICPs in law, to seven students in ICPs in natural sciences, agricultural sciences, medical sciences, and mathematics.

Table 2.4
Average Number of Students Participating Within the Inter-University Cooperation Programmes by Field of Study (mean)

Agricultural sciences	7.4
Architecture	9.1
Art and design	12.1
Business studies/management sciences	34.6
Education/teacher training	10.0
Engineering/technology	9.7
Geography/geology	12.6
Humanities	8.5
Languages/philological sciences	14.9
Law	17.9
Mathematics/informatics	6.6
Medical sciences	7.4
Natural sciences	7.5
Social sciences	13.3
Communication/information sciences	9.8
Other areas of study	10.9
Framework agreements in various areas of study	30.9

2.5 Duration of Study Periods Abroad

The average duration of the study period abroad (according to data provided by the NGAAs) was 6.0 months. As Table 2.5 shows, the average duration was

longest in business studies (7.2 months) while students in law and engineering spent on average 6.7 months abroad. Study periods abroad were the shortest on average in ICPs in art and design (4.9 months), architecture (4.8 months), communication and information science, and education/teacher training (4.5 months each).

Table 2.5
Average Duration of the Study Abroad Period in the Inter University Cooperation Programmes by Field of Study (in months, mean)

Agricultural sciences	5.5
Architecture	4.8
Art and design	4.9
Business studies/management sciences	7.2
Education/teacher training	4.5
Engineering/technology	6.7
Geography/geology	5.4
Humanities	5.8
Languages/philological sciences	6.0
Law	6.7
Mathematics/informatics	5.8
Medical sciences	5.1
Natural sciences	6.0
Social sciences	6.0
Communication/information sciences	4.5
Other areas of study	4.1
Framework agreements in various areas of study	6.4

2.6 Timing of the Study Period Abroad

The third and fourth year of study was the most common stage for spending a study period abroad in the framework of the ERASMUS programme. ERASMUS students studied 3.1 years on average prior to their stay abroad. Table 2.6 shows that the curricula in the fields of study obviously had some influence on the timing of the study period abroad. Students in business studies went abroad slightly

earlier - they studied 2.6 years on average in their field prior to their study period abroad - than students in the other fields. Students in agricultural sciences and medical sciences studied the longest prior to the stay abroad (3.7 and 3.9 years on average).

Table 2.6
Years of Study Prior to the Study Period Abroad by Field of Study
(in years, mean)

Agricultural sciences	3.7
Architecture	3.6
Art and design	2.9
Business studies/management sciences	2.6
Education/teacher training	3.3
Engineering/technology	3.1
Geography/geology	3.3
Humanities	3.4
Languages/philological sciences	3.0
Law	3.2
Mathematics/informatics	3.2
Medical sciences	3.9
Natural sciences	3.3
Social sciences	3.0
Communication/information sciences	2.7
Other areas of study	2.9
Framework agreements in various areas of study	2.8

Academic Arrangements of the Programmes

3.1 Information on Study Abroad Opportunities

Information on study abroad opportunities tends to be disseminated by various methods. According to the ICP coordinators, four methods were employed in their ICPs on average out of the seven addressed in the report form (see Table 3.1). In most ICPs, oral information - through special information meetings (86 %) or by announcements in lectures (80 %) - was most common. Posters were used in 69 percent and brochures or other written material in 64 percent of the programmes surveyed. Other ways of information were less often used. Only 2 percent of the programme coordinators did not respond to the respective question.

As Table 3.1 shows, meetings were the most common method of information in all fields with the exception of ICPs in geography and geology, in which announcements in lectures were more common (94 %). The frequency of methods employed varied substantially according to field of study. Meetings were most common in business studies (96 %) and played a role least often for ICPs in medical sciences (73 %). If we exclude fields of study represented in only a few ICPS, we note a range in the use of brochures from 80 percent in law to 38 percent of the ICPs in architecture, in announcements in lectures from 94 percent in geography and geology to 59 percent in art and design, and in the use of articles from 43 percent in business studies to 11 percent in art and design. The data change only marginally if weighted according to the number of students involved in the respective ICPs.

Table 3.1
Dissemination of Information on Study Abroad Opportunities Within the ICP, by Field of Study (percent, multiple reply possible)

	Major field of study																	Total
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth	Fra	
Meetings	87	76	80	96	86	85	90	90	87	89	89	73	78	87	92	86	94	86
Brochures	42	38	61	77	75	56	71	64	65	80	69	55	58	65	58	86	82	64
Posters	61	62	70	75	64	69	65	64	76	68	69	55	66	67	92	43	71	69
Advertisements	23	4	11	19	11	16	3	13	15	27	11	22	16	21	17	0	24	16
Articles	13	24	11	43	25	23	35	26	36	33	27	23	22	36	50	43	35	30
Announcements in lectures	74	76	59	82	82	83	94	72	83	84	80	70	75	82	83	71	71	80
Others	48	47	41	39	46	29	29	33	35	23	24	41	27	33	33	29	35	34
Not ticked	0	7	0	1	4	1	0	0	2	2	2	3	4	2	0	14	0	2
Total	348	333	334	432	393	362	387	362	399	407	371	342	347	393	425	371	412	380
(n)	(31)	(45)	(44)	(114)	(28)	(180)	(31)	(69)	(253)	(81)	(45)	(64)	(106)	(114)	(12)	(7)	(17)	(1241)

Agr = Agricultural sciences

Arc = Architecture, urb. and reg. planning

Art = Art and design

Bus = Business studies, management sciences

Edu = Education, teacher training

Eng = Engineering, technology

Geo = Geography, geology

Hum = Humanities

Lan = Languages, philological sciences

Law = Law

Mat = Mathematics, informatics

Med = Medical sciences

Nat = Natural sciences

Soc = Social sciences

Com = Communic. and information sciences

Oth = Other areas of study

Fra = Framework agreements in various areas of study

Question B4.1: How is information on study abroad opportunities within the ICP disseminated?

3.2 Selection of Students

In most programmes, processes of selection were employed in order to decide about the participants of study periods abroad within the ERASMUS Programme. Six percent of the ICP coordinators reported that students were selected on a "first come, first served" basis, 8 percent reported that no selection was needed and 2 percent did not respond to the question.

Academic achievement of the students were taken into consideration in all programmes selecting systematically (84 %). Also, aspects of the students' motivation and personality (73 %) and their proficiency in the host country language (71 %) were taken into account in most cases. Active preparation for the study abroad period was a criterion for the selection of the students in 34 percent of the programmes, while other criteria played a lesser role.

As Table 3.2 shows, selection differed according to field of study. Systematic selection was least often employed in education and teacher training (61 %) and most often in law (91 %). The inclusion of motivation and personality into the selection criteria varied by field of study to a lesser extent (60-80 %) than that of the proficiency in the host country language (53-91 %). The humanities and social science departments put a stronger emphasis on the latter than mathematics and natural science departments. The fact that host country language proficiency was given different emphasis as a criterion for student selection in different fields of study cannot be explained from the information available. It might indicate a different status for foreign language knowledge and proficiency in each subject area, but it could also reflect the importance placed on students' foreign language proficiency in particular subject areas. The choice of a particular host country for the study abroad period might have some influence - the respective host country language may already be well known (e.g. usually taught in secondary school) or proficiency in the host country language might not be necessary, since students are not instructed in the host country language during their study abroad period. It is finally worthwhile mentioning that active preparation for the study abroad period was taken into account in selecting students in ICPs in education and teacher training, geography and geology as well as in the few ICPs grouped as other fields.

The longer the period abroad lasted, the more emphasis was placed on academic achievement and on host country language proficiency as criteria for the selection of the students. In ICPs where students went abroad for a period not longer than three months, academic achievements were reported to be a criterion by 77 percent of the coordinators as compared to 84 percent in programmes with

Table 3.2
Criteria for Selection of Students, by Field of Study (percent, multiple reply possible)

	Major field of study *)																Total	
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth		Fra
No selection needed	10	2	5	10	14	6	6	6	13	4	11	5	8	7	0	14	18	8
First come, first served	6	9	7	4	11	7	3	6	6	5	7	9	6	6	17	0	0	6
Academic achievement	77	76	77	85	61	88	84	87	84	91	78	84	84	83	67	86	82	84
Host country language proficiency	74	67	68	86	61	77	58	78	64	91	53	67	56	77	67	71	65	71
Motivation	74	84	75	80	68	81	74	64	67	60	62	73	77	80	75	86	65	73
Active preparation for study abroad	23	40	34	39	57	34	52	35	28	36	33	33	20	42	25	57	41	34
Non-eligibility for other support schemes	0	4	9	2	0	1	0	0	11	4	0	2	0	2	8	0	6	4
Financial need	0	7	2	5	4	2	3	4	9	4	9	5	2	4	0	0	6	5
Other selection criteria	19	27	25	20	18	9	10	14	17	10	16	20	11	21	33	14	24	16
Not ticked	6	7	5	1	0	1	3	3	2	1	0	0	3	3	0	0	0	2
Total	290	322	307	332	293	305	294	297	300	306	269	298	267	325	292	329	306	303
(n)	(31)	(45)	(44)	(114)	(28)	(180)	(31)	(69)	(253)	(81)	(45)	(64)	(106)	(114)	(12)	(7)	(17)	(1241)

*) Explanation see Table 3.1

Question B5.1: In selecting students for study abroad which criteria did you apply at your university?

Table 3.3
Joint Selection Mechanisms, by Field of Study (percent)

	Major field of study																Total	
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth		Fra
Joint selection mechanisms within the ICP	10	18	27	24	46	28	23	30	15	19	22	27	28	26	42	29	18	24
Diff. ICPs at your institution	29	20	9	13	14	16	3	12	18	30	7	11	16	15	8	0	12	16
Diff. ICPs at any institution	0	0	2	1	0	1	0	0	1	0	0	0	0	1	0	0	0	1
Various joint selection mechanisms	10	9	7	16	4	9	10	10	14	5	7	14	7	15	17	0	18	11
None of the above	39	42	41	34	18	32	61	29	40	33	53	39	36	35	8	43	47	37
Not ticked	13	11	14	12	18	13	3	19	11	14	11	9	13	8	25	29	6	12
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(31)	(45)	(44)	(114)	(28)	(180)	(31)	(69)	(253)	(81)	(45)	(64)	(106)	(114)	(12)	(7)	(17)	(1241)

Agr = Agricultural sciences

Arc = Architecture, urb. and reg. planning

Art = Art and design

Bus = Business studies, management sciences

Edu = Education, teacher training

Eng = Engineering, technology

Geo = Geography, geology

Hum = Humanities

Lan = Languages, philological sciences

Law = Law

Mat = Mathematics, informatics

Med = Medical sciences

Nat = Natural sciences

Soc = Social sciences

Com = Communic. and information sciences

Oth = Other areas of study

Fra = Framework agreements in various areas of study

Question B5.3: Is there a joint selection mechanism of some kind?

a duration from four to six months, and 86 percent in programmes with a study abroad period of seven months and longer. The percentage of ICPs where host country language proficiency was taken into account in selecting students ranged from 60 percent (duration up to 3 months) to 70 percent (duration 4 to 6 months) and finally to 78 percent (duration 7 months and longer).

In more than half of all ICPs some kind of cooperation existed with regard to the selection of students for participation in the programme, either between the partners in the ICP, between different ICPs at the same institution, or between different ICPs at any of the other participating institutions. In 11 percent of ICPs several of these joint selection mechanisms were reported.

In one quarter of all ICPs the cooperating partners solely employed joint selection mechanisms of some kind. The questions leave open whether cooperation was established regarding joint criteria or joint decisions on the individual students to be sent and received. As Table 3.3 shows, joint selection (within the whole ICP network) between the partners was most common for ICPs in education (46 %), communication and information sciences (42 %), while it played a minor role in languages (15 %) and agricultural sciences (10 %).

Around 16 percent of the ICP coordinators stated that cooperation in the selection of students for participation in the ERASMUS Programme existed between departments which were involved in the different ICPs of their institution. For a considerable number of ICPs (11 %) several joint selection mechanisms were applied by the partners within the network (i.e. the single partners participating in the ICP either applied different mechanisms of selection or combinations were used). In the majority of these cases, the coordinators reported that selection "between the partners in one ICP" and "between different ICPs at one institution" took place within their ICP.

3.3 Curricular Integration

A substantial number of ERASMUS students spent some period of study abroad as a compulsory part of their curricular requirements: 21 percent of the ICP coordinators reported that the study period abroad was a mandatory component of the course programme either for all participants in the whole network (13 %) or for all participants in part of the network (8 %; in some of the ICPs surveyed the status of the study period abroad within the course programme was not the same for all participating institutions). In general terms, if a programme requires students to go abroad, the number of students going abroad is likely to be large: for example, half of the ERASMUS students 89/90 went abroad within the frame-

work of ICPs where a study abroad period was mandatory at least at some of the participating departments. As Table 3.4 shows, all partners of ICPs in law (21 %), business studies (18 %), and communication/information sciences (17 %) most often required students to spend a period of study abroad.

Ten percent of the coordinators reported that the study period abroad was a mandatory component of a sub-specialization within the course programme either for the whole network or for part of it (5 % each). This is almost exclusively true for those ICPs in which some other departments require all students to go abroad.

In most ICPs, curricular integration of the study abroad period into the programme at home was agreed upon and formalized to the extent that the majority of courses ERASMUS students had to take abroad were mandatory. As Table 3.5 shows:

- 23 percent of the ICP coordinators ticked the statement "The ICP is a more or less jointly agreed course programme at all or at least several of the participating departmental units".
- 39 percent stated that "Most of the course units to be taken abroad were prescribed in advance".
- 40 percent ticked the statement "Certain elements of study at the host institution are prescribed or recommended, but there is nonetheless a predominant element of individual choice".
- Finally, 10 percent stated "Study at the host university is very predominantly optional and the choice of which courses to follow is therefore left largely to the participating students".

As some of the ICP coordinators ticked more than one response in order to point at the different modes within the respective ICP, the percentages add up to more than 100 percent. Predominantly prescribed programmes (the first two categories) were most common, as Table 3.5 shows, in framework agreements, medical sciences, business studies, and engineering.

In an additional question, ICP coordinators were asked about various aspects of academic activities of ERASMUS students during the study period abroad. The responses to this question, weighted according to the number of students involved, are presented in Table 3.6.

Around 57 percent of ICPs (affecting 62 % of the students) expected students to take more or less the same course load as host institution students, while 25 percent of ICPs (affecting 26 % percent of students) provided fewer courses than customary in the regular course programme at the host institution. The figures do

Table 3.4
Status of the ICP Within the Overall Degree Course, by Field of Study (percent)

	Major field of study														Total			
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth	Fra	
Mandatory	10	9	9	34	11	16	13	20	26	30	18	19	15	22	25	14	35	21
Mandatory component	10	2	0	22	7	8	16	10	11	11	7	5	6	13	8	0	6	10
Optional	81	82	84	69	75	79	81	78	75	70	76	72	86	75	83	86	82	77
Not ticked	3	7	7	1	7	3	0	3	4	2	2	6	3	1	0	0	0	3
Total	103	100	100	126	100	105	110	112	117	114	102	102	109	111	117	100	124	111
(n)	(31)	(45)	(44)	(114)	(28)	(180)	(31)	(69)	(253)	(81)	(45)	(64)	(106)	(114)	(12)	(7)	(17)	(1241)

Agr = Agricultural sciences
 Arc = Architecture, urb. and reg. planning
 Art = Art and design
 Bus = Business studies, management sciences
 Edu = Education, teacher training
 Eng = Engineering, technology
 Geo = Geography, geology
 Hum = Humanities
 Lan = Languages, philological sciences
 Law = Law
 Mat = Mathematics, informatics
 Med = Medical sciences
 Nat = Natural sciences
 Soc = Social sciences
 Com = Communic. and information sciences
 Oth = Other areas of study
 Fra = Framework agreements in various areas of study

Question B6.2: Is participation in the ICP compulsory or optional?

Table 3.5
Degree of Curricular Integration Within the ICP, by Field of Study (percent)

	Major field of study																Total					
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth		Fra				
Jointly agreed course programme	23	22	23	32	36	26	13	26	20	14	29	36	16	20	17	14	29	23				
Prescribed courses	26	27	30	43	21	48	35	26	42	36	40	44	44	33	33	14	65	39				
Prescribed courses for certain elements	52	53	45	37	39	26	42	39	51	44	27	30	31	41	50	57	35	40				
Predominantly optional study	19	7	14	8	14	8	16	20	5	14	11	9	15	12	8	0	12	10				
Not ticked	3	2	0	1	0	3	3	0	1	2	4	0	3	2	0	14	0	2				
Total	123	111	111	120	111	111	110	112	119	110	111	119	109	109	108	100	141	114				
(n)	(31)	(45)	(44)	(114)	(28)	(180)	(31)	(69)	(253)	(81)	(45)	(64)	(106)	(114)	(12)	(7)	(17)	(1241)				
Agr = Agricultural sciences						Geo = Geography, geology						Nat = Natural sciences										
Arc = Architecture, urb. and reg. planning						Hum = Humanities						Soc = Social sciences										
Art = Art and design						Lan = Languages, philological sciences						Com = Communic. and information sciences										
Bus = Business studies, management sciences						Law = Law						Oth = Other areas of study										
Edu = Education, teacher training						Mat = Mathematics, informatics						Fra = Framework agreements in various areas of study										
Eng = Engineering, technology						Med = Medical sciences																

Question B6.3: How would you describe the degree of curricular integration within the ICP? Please select the category which fits best.

Table 3.6
Academic Activities of Students at the Host University, According to the ICP Coordinators, by Field of Study
 (percent, weighted by participating students, multiple reply possible)

	Major field of study																	Total
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth	Fra	
Same courses	38	57	67	77	58	62	61	59	53	60	64	67	48	54	47	25	82	62
Some restrictions	28	19	14	29	12	8	45	26	34	23	11	14	15	29	55	0	18	25
Fewer courses	27	40	22	22	19	28	23	23	28	27	24	10	17	31	25	51	58	26
Course on earlier level	0	2	4	12	4	9	29	9	24	12	6	7	2	12	17	54	21	14
Special courses	11	18	27	28	46	14	48	22	46	29	13	32	10	32	0	55	26	30
Individual study	71	36	19	4	38	42	64	37	16	4	33	31	53	30	33	39	33	23
Other	22	19	40	12	19	17	7	15	15	30	11	25	26	20	29	42	28	18
Not ticked	0	1	1	0	0	1	0	1	1	0	3	0	3	0	0	0	0	0
Total	196	192	193	183	196	181	277	192	218	185	165	187	172	209	206	267	266	199
(n)	(229)	(410)	(533)	(3942)	(281)	(1742)	(389)	(584)	(3780)	(1450)	(298)	(471)	(790)	(1511)	(118)	(76)	(525)	(17129)
Agr = Agricultural sciences	Geo = Geography, geology					Nat = Natural sciences												
Arc = Architecture, urb. and reg. planning	Hum = Humanities					Soc = Social sciences												
Art = Art and design	Lan = Languages, philological sciences					Com = Communic. and information sciences												
Bus = Business studies, management sciences	Law = Law					Oth = Other areas of study												
Edu = Education, teacher training	Mat = Mathematics, informatics					Fra = Framework agreements in various areas of study												
Eng = Engineering, technology	Med = Medical sciences																	

Question B6.4: Do visiting students participate in a full load of regular courses for the corresponding study period at the host university, or is their study programme different from that of the host university students?

not add up to 100 percent - one reason being that a substantial number of ERASMUS students spent most of their time abroad on individual study. More or the less the same course load was most common in framework agreements for various fields (affecting 82 % of the students going abroad in the framework agreement ICPs) and business studies (77 %) and least common in agriculture (37 %) and "other" fields of study (25 %). On the other hand, individual study prevailed in agriculture (68 %) as well as in geography and geology (61 %). Coordinators of ICPs involving Greece, compared to coordinators of ICPs without Greek partners, seldom stated that students took about the same course load abroad as at home; instead, individual study prevailed in these ICPs.

Some students took courses abroad which were provided for the host institution students of earlier years of study; 8 percent of the ICP coordinators (of ICPs involving 14 % of the students) reported this practice. This was most common in geography and geology, languages and philological fields, and in "other fields".

Some 22 percent of the coordinators stated that special courses for foreign students - in almost all cases in addition - were offered at some or all participating departments (involving 30 % of participating students). This was most common for ICPs in geography and geology, education and teacher training, languages and philological sciences as well as "other" fields comprising about half of the students in these fields.

The additional provision of special courses was more likely the greater the number of students going abroad within an ICP, while the role of individual studies decreased considerably in ICPs with a larger number of participants and in those ICPs where the study period abroad was mandatory within the whole ICP network.

Asked whether common textbooks were used, common course requirements were established, schemes for adaptation of grades existed and even joint or double degrees were awarded, only 13 percent of the coordinators of the ICPs responded that none of these joint elements was practised. A further four percent did not respond.

In more than half of the ICPs (54 %), schemes for adaptation of grades and joint assessment or marking systems had been developed and introduced. This affected about two thirds of all ERASMUS students who went abroad within these ICPs. In 24 percent of the programmes, which comprised about one third of the participating students, we note common course requirements (which apply for about 60 percent on average of all course requirements in those ICPs). Joint degrees for the participating students were reported for only 16 percent of the ICPs, but in these ICPs more than one quarter of the students on these courses

Table 3.7
Joint Elements of Course Programmes, by Field of Study (percent, multiple reply possible)

	Major field of study																Total	
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth		Fra
Textbooks	3	11	9	17	7	12	16	6	10	7	18	11	11	13	17	29	18	12
Course requirements	23	42	30	35	39	18	26	17	21	17	27	25	17	25	0	14	41	24
Assessment system	42	49	41	59	46	42	55	62	59	54	60	41	45	70	83	57	71	54
Joint degree	3	9	7	34	7	26	13	9	13	15	13	6	15	13	0	0	18	16
Others	23	16	23	15	32	22	29	12	19	21	18	25	20	21	25	29	18	20
No joint elements	23	13	14	14	11	12	16	17	13	10	16	13	16	10	8	14	18	13
Not ticked	16	4	5	3	0	3	3	4	4	5	7	3	6	1	0	14	0	4
Total	132	144	127	176	143	135	158	128	139	130	158	123	130	153	133	157	182	142
(n)	(31)	(45)	(44)	(114)	(28)	(180)	(31)	(69)	(253)	(81)	(45)	(64)	(106)	(114)	(12)	(7)	(17)	(1241)

Agr = Agricultural sciences

Arc = Architecture, urb. and reg. planning

Art = Art and design

Bus = Business studies, management sciences

Edu = Education, teacher training

Eng = Engineering, technology

Geo = Geography, geology

Hum = Humanities

Lan = Languages, philological sciences

Law = Law

Mat = Mathematics, informatics

Med = Medical sciences

Nat = Natural sciences

Soc = Social sciences

Com = Communic. and information sciences

Oth = Other areas of study

Fra = Framework agreements in various areas of study

Question B6.5: What kind of joint elements of course programmes, instruction and certification have been introduced between the departmental units participating in your ICP?

took part in a study period abroad. Finally, common textbooks were used in 10 percent of the programmes.

Joint elements varied considerably by field of study, as Table 3.7 shows: schemes for adaptation or harmonization of grades and joint assessment and marking systems were common in more than 60 percent of ICPs in communication and information sciences, framework agreements in various areas of studies, social sciences, humanities, and mathematics, while they were least common in ICPs in engineering, agricultural sciences, art and design, and medical sciences;

- common course requirements ranged from about 40 percent of ICPs in architecture and framework agreements to none in ICPs in communication and information sciences; and
- joint or double degrees played a considerable role in business studies (34 % of the respective ICPs, involving more than half of the students in business studies) and in engineering (26 %).

3.4 Work Placements

Placements in commercial, industrial or public organisations formed part of the study period abroad in 29 percent of the ICPs - in almost all cases for the whole network. These ICPs comprised more than 40 percent of all ERASMUS students. Generally, as the data weighted by student numbers in the ICPs show, placements were more common in the fields of study with large student numbers participating. As Table 3.8 shows, they were most common in business studies (63 % of the respective ICPs), agriculture (60 %), education and teacher training (54 %), and engineering (46 %).

Placements were more likely to take place in ICPs in which the three "large" countries, France, Germany, and United Kingdom participated. This is linked to the fact that the majority of the large ICP networks in business studies involve these countries.

In 64 percent of the ICPs providing work placement abroad, placement was compulsory; assessment which counted towards the final degree was practised in 50 percent and no assessment was customary in 14 percent. 34 percent of these ICPs provided work placement on an optional basis, assessment was customary in 23 percent of these ICPs.

Table 3.8
Placement in a Commercial, Industrial or Public Organisation During the Period Abroad, by Field of Study
(percent)

	Major field of study																	Total
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth	Fra	
Yes	60	14	5	63	54	46	29	3	15	13	19	38	21	19	36	29	35	28
No	40	86	95	36	46	52	71	97	85	87	81	59	79	81	64	71	65	71
Partial	0	0	0	2	0	2	0	0	1	0	0	3	0	0	0	0	0	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(30)	(43)	(40)	(107)	(28)	(176)	(31)	(62)	(240)	(78)	(43)	(63)	(105)	(110)	(11)	(7)	(17)	(1191)

Agr = Agricultural sciences

Arc = Architecture, urb. and reg. planning

Art = Art and design

Bus = Business studies, management sciences

Edu = Education, teacher training

Eng = Engineering, technology

Geo = Geography, geology

Hum = Humanities

Lan = Languages, philological sciences

Law = Law

Mat = Mathematics, informatics

Med = Medical sciences

Nat = Natural sciences

Soc = Social sciences

Com = Communic. and information sciences

Oth = Other areas of study

Fra = Framework agreements in various areas of study

Question B6.6: Do students participating in the ICP spend a period on placement in a commercial, industrial or public concern?

The four fields most frequently providing work placement tended to provide it as a compulsory element of the course programme:

- in 81 percent of the respective ICPs in business studies (66 % with assessment);
- in 73 percent in engineering (63 % assessed);
- in 60 percent in education and teacher training (42 % assessed); and
- in 53 percent in agriculture (all assessed).

Nearly half of the students who carried out a placement seemed to receive a payment from the host organisation. This can be estimated by weighting the ICP coordinators' responses according to the number of students involved.

In three quarters of the ICPs in which placements were part of the study period abroad, the host institution played a strong role in monitoring and supervising the students during their placement period (1 and 2 on a scale from 1 = "very strong role" to 5 = "no role at all"). In contrast, the home institutions seldom played (less than half of them) an important role in monitoring their students.

Services Provided by the Participating Institutions

4.1 Preparation at the Home Institution

It is generally assumed that preparation for the study abroad helps students reduce feelings of uncertainty and ensures the acquisition of knowledge necessary to ease integration and to cope with academic requirements abroad. Therefore, the preparatory provisions might be viewed as one of the most important features of the Inter-university Programmes. According to the ICP coordinators' reports, as Table 4.1 shows,

- the partners in 80 percent of all ICPs (covering 87 % of all 'network' students) organized preparatory meetings for those students who planned to study abroad;
- 73 percent of all partners (covering 79 % of the students) provided written material;
- 56 percent provided preparatory courses which were compulsory for the ERASMUS students (affecting 65 % of the students);
- 46 percent offered optional courses (affecting 45 % of the students);
- 45 percent expected students to prepare themselves (affecting 44 % of the students); and
- 19 percent made use of other ways of preparation (affecting 21 % of the students).

The data indicate that ICPs sending large numbers of students abroad were more likely to organize preparatory measures.

Table 4.1
Ways of Preparation, by Field of Study (percent, multiple reply possible)

	Major field of study																	Total
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth	Fra	
Provision of written material	61	73	64	75	86	66	81	65	75	77	64	63	75	86	75	71	76	73
Meetings	71	89	82	86	86	81	81	84	81	84	73	66	65	82	83	86	94	80
Mandatory courses	48	53	41	75	54	62	52	54	55	56	53	38	53	54	42	71	59	56
Optional courses	39	56	43	43	57	47	61	45	32	60	56	55	51	48	33	71	47	46
Self-study	42	58	57	40	50	51	61	45	34	44	49	47	52	40	42	86	18	45
Other ways	19	16	16	20	21	12	16	16	23	17	24	23	22	19	17	14	6	19
Not ticked	0	2	2	3	0	1	0	1	2	0	2	0	1	0	0	0	0	1
Total	281	347	305	342	354	320	352	310	303	338	322	291	318	329	292	400	300	319
(n)	(31)	(45)	(44)	(114)	(28)	(180)	(31)	(69)	(253)	(81)	(45)	(64)	(106)	(114)	(12)	(7)	(17)	(1241)

Agr = Agricultural sciences

Arc = Architecture, urb. and reg. planning

Art = Art and design

Bus = Business studies, management sciences

Edu = Education, teacher training

Eng = Engineering, technology

Geo = Geography, geology

Hum = Humanities

Lan = Languages, philological sciences

Law = Law

Mat = Mathematics, informatics

Med = Medical sciences

Nat = Natural sciences

Soc = Social sciences

Com = Communic. and information sciences

Oth = Other areas of study

Fra = Framework agreements in various areas of study

Question B7.1: What methods do the sending universities within your ICP adopt to prepare students for the period abroad and to which topics does this preparation relate?

In looking at the proportions of ICPs providing the most organized ways of preparation, we note that

- 56 percent offered mandatory courses; and of the rest
- 26 percent offered at least optional courses; thus, overall 82 percent of the ICPs offered preparatory courses;
- 13 percent arranged at least organized preparatory meetings for their students to prepare them for their study period abroad. If we add these three ways of preparation we note that in total 95 percent of the ICPs offered at least some kind of organized preparation in courses or meetings;
- a further 3 percent provided at least written material or made use of other preparatory methods;
- 1 percent did not offer any preparatory provisions at all, but rather expected that students prepare themselves; and
- 1 percent did not provide any information about preparatory provisions.

The provision of preparatory language courses varied considerably according to the subject area of the ICPs. Coordinators of law (93 %), business studies (82 %) and of smaller fields classified as "other areas" (100 %) reported most often that participating institutions provided optional or mandatory courses for students' preparation. Lower proportions were found in communication/information (50 %) and languages and philological fields (70 %). Provision of written material was highest in education/teacher training and social sciences (86 % each), while ICP coordinators in agriculture (61 %), medical sciences (63 %), fine arts and mathematics (64 % each) and humanities (65 %) indicated provision of written material least frequently.

Preparatory provisions varied only moderately according to the duration of the study period abroad. A significant difference can only be observed regarding mandatory courses. 61 percent of the ICPs sending students abroad for more than six months provided mandatory preparation courses compared to 52 percent of the ICPs sending students abroad for three to six months. This difference, however, is mainly due to the influence of large ICPs in business studies which sent students abroad for the longest periods (7.2 months on average) and provided mandatory courses most often (75 %).

ICPs involving "larger" EC Member States (in terms of ERASMUS student numbers) are more likely to provide mandatory courses for preparation. 65 percent of the ICPs with British, 63 percent with French and 61 percent with German home institutions provided mandatory courses, while the respective proportions of ICPs involving sending institutions from Belgium, Greece, the Netherlands or Portugal ranged from 38 to 51 percent.

In comparing preparatory measures noted by ICP Coordinators in 1989/90 to the responses of ICP students surveyed in 1988/89 in the biennial in-depth survey, we note that:

- the provision of preparatory meetings was twice as high as the students' demand for it;
- the provision of optional courses reported by coordinators was 1.4 times as high as students' participation in such courses;
- the provision of written material was also 1.4 times as high as its use by students; and
- the provision of mandatory courses was a 1.3 times as high as students' participation in it.

In contrast, the proportion of students preparing solely through self-study was 1.5 times as high as the number of ICPs not providing any preparatory meetings or written material. These findings suggest that not all help offered by the institutions was taken up by the students. The comparison undertaken above, however, might inflate this gap for two reasons. First, preparatory measures in 1989/90 might have been more extensive than in 1988/89. Second, ICP coordinators' responses in some cases apply to some, but not all partners.

ICP coordinators were asked to specify the preparatory measures offered by the participating institutions under four different headings. In aggregating the responses we note, as Table 4.2 indicates, that preparation (courses, meetings or at least written material) was provided regarding:

- practical matters of living and studying in the host country in 85 percent of the ICPs;
- academic issues in 67 percent of the ICPs;
- society and culture of the host country in 64 percent of the ICPs; and
- foreign language in 75 percent of the ICPs (in this case mandatory or optional courses only, because ICP coordinators were not asked about meetings and written materials in respect offoreign language instruction).

Preparatory foreign language courses were provided in 75 percent of the ICPs, courses on academic preparation in 29 percent, on society and culture of the host country in 23 percent, and practical matters of living and studying abroad in 15 percent. As Table 4.2 shows, meetings on practical preparation were arranged by 72 percent of all ICPs. Less than half of all ICPs arranged preparatory meetings on society and culture of the host country (40 %) or on academic learning abroad (38 %).

Preparatory arrangements regarding practical matters of living and studying abroad varied more markedly by field of study than preparatory provisions in

other areas. ICP coordinators in business studies, education and teacher training, law, social sciences and in framework agreements reported most often that written material and meetings were provided for student preparation, while agriculture programmes provided least preparation in this area. ICPs in business studies, education and teacher training, languages and "other areas of study" most often offered preparatory orientation on culture and society of the host country.

Table 4.2
Areas of Preparation by Ways of Preparation (percent)

	Provi- sion of written material	Meetings	Manda- tory courses	Optional courses	Self- study	Other ways	Total (Exclu- ding self- study and other ways)
Practical matters of living/studying in host country	60	72	0	9	25	12	85
Society and culture of host country	37	40	14	12	30	9	64
Academic preparation	42	38	20	15	27	9	67
Linguistic preparation	*	*	47	32	*	*	75
Other themes for preparation	2	1	1	1	1	6	9
Total	100	100	100	100	100	100	100

Question B7.1: What methods do the sending universities within your ICP adopt to prepare students for the period abroad and to which topics does this preparation relate?

* Not asked about in the report form.

As Table 4.3 shows, provision for academic preparation was most often reported by ICP coordinators in geography, communication and information sciences, education and teacher training, and law. Academic preparation was provided less often in art and design and "other areas of study". The highest proportion of ICPs providing mandatory courses for academic preparation can be observed in law (37 %) and business studies (32 %); mandatory courses of that kind were very unusual in art and design (2 %) and humanities (7 %). Table 4.4 indicates that 40 percent of the ICP coordinators reported that mandatory or optional prepar-

Table 4.3
Areas of Preparation, by Field of Study (percent)

	Major field of study																	Total
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth	Fra	
Practical matters of living/studying in host country	77	82	80	89	86	83	87	86	88	93	80	81	75	87	83	100	94	85
Society and culture of host country	52	58	61	75	68	63	61	65	70	60	62	50	53	61	67	100	71	64
Academic prep.	74	76	50	64	82	62	94	68	67	79	71	63	61	68	92	57	65	67
Language prep.	65	82	77	85	75	84	84	74	54	88	82	73	80	76	50	100	88	75
Other themes for preparation	3	9	5	3	4	5	3	1	3	1	0	5	4	4	0	14	0	4
Not provided	3	0	2	2	0	1	0	3	2	0	0	5	1	1	0	0	0	1
Not ticked	0	2	2	3	0	1	0	1	2	0	2	0	1	0	0	0	0	1
Total	274	309	277	320	314	298	329	299	287	321	298	277	275	296	292	371	318	297
(n)	(31)	(45)	(44)	(114)	(28)	(180)	(31)	(69)	(253)	(81)	(45)	(64)	(106)	(114)	(12)	(7)	(17)	(1241)

Agr = Agricultural sciences

Arc = Architecture, urb. and reg. planning

Art = Art and design

Bus = Business studies, management sciences

Edu = Education, teacher training

Eng = Engineering, technology

Geo = Geography, geology

Hum = Humanities

Lan = Languages, philological sciences

Law = Law

Mat = Mathematics, informatics

Med = Medical sciences

Nat = Natural sciences

Soc = Social sciences

Com = Communic. and information sciences

Oth = Other areas of study

Fra = Framework agreements in various areas of study

Question B7.1: What methods do the sending universities within your ICP adopt to prepare students for the period abroad and to which topics does this preparation relate?

Table 4.4
Methods for Academic Preparation, by Field of Study (percent)

	Major field of study																	Total
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth	Fra	
Written material	39	53	34	39	61	38	68	36	42	36	44	36	42	48	58	43	35	42
Meetings	45	47	39	33	39	27	58	48	41	47	44	36	28	38	67	43	35	38
Courses: mandatory	13	11	2	32	29	19	13	7	21	37	16	19	13	22	17	14	29	20
Courses: optional	6	11	9	11	29	14	16	22	13	28	18	11	14	12	17	29	6	15
Self-study	39	40	32	22	29	24	45	30	22	28	38	30	26	30	25	43	12	27
Other methods	13	4	2	11	11	3	10	7	11	12	13	17	12	5	17	14	6	9
Not ticked	10	20	39	32	18	32	3	29	24	16	20	25	30	25	8	43	35	26
Total	165	187	157	182	214	157	213	180	174	205	193	173	166	180	208	229	159	177
(n)	(31)	(45)	(44)	(114)	(28)	(180)	(31)	(69)	(253)	(81)	(45)	(64)	(106)	(114)	(12)	(7)	(17)	(1241)
Agr = Agricultural sciences	Geo = Geography, geology						Nat = Natural sciences											
Arc = Architecture, urb. and reg. planning	Hum = Humanities						Soc = Social sciences											
Art = Art and design	Lan = Languages, philological sciences						Com = Communic. and information sciences											
Bus = Business studies, management sciences	Law = Law						Oth = Other areas of study											
Edu = Education, teacher training	Mat = Mathematics, informatics						Fra = Framework agreements in various areas of study											
Eng = Engineering, technology	Med = Medical sciences																	

Question B7.1: What methods do the sending universities within your ICP adopt to prepare students for the period abroad and to which topics does this preparation relate?

atory courses on academic issues were part of the regular course programme in the home institution. The proportion of recognized courses was higher for mandatory than for optional courses. Preparatory courses were most often part of the regular course programme in business studies and law.

Preparatory provisions regarding practical matters varied most markedly according to the duration of the study period abroad: courses, meetings and materials were more likely to be provided if the duration of the study period abroad was longer than half a year. A similar, though smaller difference can be observed in preparatory provisions regarding the culture and society of the host country. In contrast, the duration of the study period abroad did not affect provisions for academic preparation.

Provision of courses for foreign language preparation were more likely to differ according to home and host country than according to field of study. Detailed information, however, cannot be provided because most ICP coordinators provided information on the dominant modes of preparation in the whole ICP network rather than on preparatory measures at each participating institution.

Altogether we note that ICPs involving German, British and French partners provide preparatory courses most often. Preparatory courses were least often found in ICPs involving Dutch institutions and also below average in ICPs involving Spanish and Belgian partners.

4.2 Language of Instruction and Language Training Abroad

According to the ICP coordinators, students of 65 percent of the flows within ICPs are taught exclusively in the host country language during their study period abroad. In a further 23 percent of the flows, the host country language was used for instruction:

- in addition to a third language (11 % of the flows);
- in addition to the home country language (10 %); and
- in addition to both the home country and a third language (2 % of the flows).

In only 12 percent of the flows, students were not taught in the host country language at all, but:

- in a third language (5 % of the flows);
- only the home country language (4 % of the flows); or
- in the home country language and a third language (3 % of the flows).

Table 4.5
Language of Instruction During the Study Period Abroad per Flow, by Field of Study (percent)

	Major field of study																Total	
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth		Fra
Only host	54	49	51	79	61	71	49	83	63	70	75	52	48	68	59	38	79	65
Only home	6	5	4	2	5	4	9	1	4	4	4	9	6	7	0	8	6	4
Only third language	14	6	6	3	14	3	5	4	2	5	5	3	9	4	4	12	4	5
Host and home	9	20	26	3	9	8	20	6	15	3	4	7	14	6	33	8	1	10
Host and third	10	16	9	9	5	9	13	5	10	14	8	24	14	12	4	31	7	11
Home and third	6	1	2	3	4	3	4	1	2	2	3	1	6	3	0	0	1	3
Host, home, and third	1	3	1	1	2	2	1	0	4	1	1	3	4	1	0	4	0	2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(138)	(149)	(189)	(621)	(94)	(539)	(152)	(249)	(959)	(351)	(186)	(192)	(429)	(470)	(27)	(26)	(67)	(4838)
Agr = Agricultural sciences	Geo = Geography, geology					Nat = Natural sciences												
Arc = Architecture, urb. and reg. planning	Hum = Humanities					Soc = Social sciences												
Art = Art and design	Lan = Languages, philological sciences					Com = Communic. and information sciences												
Bus = Business studies, management sciences	Law = Law					Oth = Other areas of study												
Edu = Education, teacher training	Mat = Mathematics, informatics					Fra = Framework agreements in various areas of study												
Eng = Engineering, technology	Med = Medical sciences																	

Question B8.1: What is the language of instruction abroad for students within the ICP?

ERASMUS students in 1988/89 reported instruction in the language of the host country (71 % solely and 19 % partly in the host country language) slightly more often. In weighting the ICP coordinator responses according to the number of students participating, however, we note an almost identical pattern.

As Table 4.5 shows, teaching solely in the host country language was most common in the humanities (83 %), business studies, framework agreements (79 %), mathematics (75 %), engineering (70 %), and law (69 %). There is no single factor to explain the differences by field of study, but factors which play a role are:

- the importance of the host language for studying the respective field (for example literature);
- the number of participating students; and
- the different distribution of widely known host country languages across the fields of study.

Information provided does not allow an exact analysis of these individual languages spoken. We only note that the use of the host country language for the instruction of incoming students was most likely in ICPs in which German, French, British, Irish, and Spanish institutions participated. On the other hand, it was least common in ICPs with Dutch, Danish, and Belgian partners.

There was a correlation between the length of the study period abroad and the use of the host country language for instruction. The ICP coordinators indicated, as Table 4.6 shows, that:

- in flows up to four months the host country language was at least partly used in 82 percent of the student flows, and in 52 percent of these exclusively;
- in flows between four and six months the host country language was used in 86 percent of the instruction, of which almost 60 percent exclusively; while
- in 94 percent of flows in which the duration was seven months and longer the language of instruction abroad used to be the host country language, of which almost 80 percent exclusively.

As already mentioned in the previous chapter, considerable efforts were made to prepare students linguistically prior to their study period abroad. The ICP coordinators also reported that substantial efforts to improve students' language competence were made during the study period abroad:

- 65 percent of the coordinators stated that students in their ICP were offered language training during their study abroad, predominantly on an optional basis (40 %); and

- 47 percent of the coordinators stated that the students were provided with language courses immediately on arrival in the host country and prior to commencement of studies (27 % optional).

Table 4.6
Language of Instruction During the Study Period Abroad for the Various Student Flows, by Duration (percent)

	Duration in months			Total
	3 or less	4-6	7 and more	
Only host	52	59	79	65
Only home	7	4	3	4
Only third language	8	6	1	5
Host and home	14	10	8	10
Host and third	14	14	6	11
Home and third	3	4	0	3
Host, home, and third	2	3	1	2
Total	100	100	100	100
(n)	(804)	(2285)	(1748)	(4837)

Question B8.1: What is the language of instruction abroad for students within ICP?

The longer the duration of the study period abroad, the more likely were foreign language courses in the host country. Notably (Table 4.7):

- language courses during study abroad were arranged in 71 percent of the ICPs where the duration of the study period abroad was seven months and more as compared to 56 percent of ICPs with a duration of up to three months; and
- language courses immediately upon arrival were reported by 57 percent of the coordinators of ICPs in which the study period abroad lasted seven months or more compared with 31 percent for ICPs with a duration of up to three months.

Table 4.7
Timing of Foreign Language Preparation Within the Inter-University
Cooperation Programmes, by Duration of the Study Period Abroad (percent)

	Duration in months			Total
	3 or less	4-6	7 and more	
No special course provided	33	43	36	38
Course prior to departure	68	77	76	75
Course just after arrival	31	46	57	47
Course during study abroad	56	64	71	65
Not ticked	13	8	6	8
Total	200	237	246	234
(n)	(229)	(541)	(470)	(1240)

Question B8.3: What foreign language preparation do students participating in the ICP receive?

4.3 Assistance Provided by the Host Institution

Assistance, guidance and advice provided by the host institution is a factor in successful study abroad and can be crucial during the first days and weeks abroad. ICP coordinators were asked the extent to which host institutions in the respective ICPs provided assistance and advice to incoming students.

They were given 13 areas covering academic issues, foreign language, host culture and society, and practical and personal matters abroad. While foreign language, academic and personal matters were referred to in an aggregate way, specific aspects of assistance and advice regarding practical matters of living and studying abroad (orientation about the host institution, the host country's higher education system, registration, course selection etc., accommodation, matters regarding students' financial support, work placement, and other practical matters) and culture and society of the host country (the host country in general, the local community, communication with host country nationals, and finally cultural, sports and recreational activities) were surveyed in more detail.

Only 9 (1 %) of the ICP coordinators stated that there was no support provided by the host institutions. For most areas mentioned above, a high proportion of ICP coordinators reported that a substantial amount of assistance and advice was provided to students:

Table 4.8
Considerable Support/Advice Provided to the Students by the Host Institution, by Field of Study
 (percent, multiple reply possible)

	Major field of study																Total	
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth		Fra
Registration	100	80	90	95	93	92	86	85	91	91	95	81	88	94	92	83	100	91
Acomodation	94	70	74	83	96	90	77	80	78	85	91	89	88	87	83	100	100	84
Financial matters	23	29	36	32	52	35	37	36	36	26	26	43	34	38	13	50	47	35
Practical matters	45	45	43	66	76	62	77	50	65	56	65	55	61	59	42	50	80	60
Academic matters	88	76	83	95	93	86	93	89	89	85	88	83	88	94	83	100	100	89
Work placement	90	50	43	77	88	82	90	56	58	33	67	71	79	63	60	100	50	71
Orientation	62	55	46	67	84	57	89	65	73	75	65	72	62	70	70	67	82	67
Language training	82	45	45	68	56	59	55	70	74	58	64	58	55	69	56	60	100	64
Host country	33	34	43	49	72	38	50	54	57	45	39	57	43	52	22	71	43	48
Local community	36	41	46	50	79	36	36	35	48	42	39	58	42	47	36	71	38	45
Personal matters	59	51	50	61	52	54	50	46	48	46	56	58	53	58	40	57	65	53
Social contacts	50	56	37	42	52	40	56	40	49	44	50	53	59	53	38	67	33	48
Culture, sports etc.	56	44	54	55	58	57	50	50	57	51	54	67	57	59	40	100	53	56

Agr = Agricultural sciences

Arc = Architecture, urb. and reg. planning

Art = Art and design

Bus = Business studies, management sciences

Edu = Education, teacher training

Eng = Engineering, technology

Geo = Geography, geology

Hum = Humanities

Lan = Languages, philological sciences

Law = Law

Mat = Mathematics, informatics

Med = Medical sciences

Nat = Natural sciences

Soc = Social sciences

Com = Communic. and information sciences

Oth = Other areas of study

Fra = Framework agreements in various areas of study

Question B9.1: What kind of support/advice is provided to the students by the host university within the ICP (multiple reply possible)?

- 99 percent regarding practical matters of living and studying abroad;
- 93 percent regarding culture and society of the host country;
- 89 percent regarding academic matters;
- 64 percent regarding language training; and
- 53 percent regarding personal matters.

With respect to the individual aspects addressed in the coordinator' report form (see Table 4.8), we note that assistance and advice were most common regarding university registration, course selection, etc., academic matters and accommodation. On the other hand, no assistance and guidance at all (5 on a scale from "1 = very considerable" to "5 = none") was most often stated regarding students' financial support (25 %) and work placement, if applicable (14 %).

In comparing the responses by ICP coordinators to those by the ERASMUS ICP students surveyed in 1988/89, we observe a more cautious rating on the part of the students. While the coordinators most often stated substantial support provided by the host institution, the students more often observed modest support. Apart from that general point responses regarding the various items were similar. Most students also reported that they were provided assistance and advice regarding university registration, academic matters and accommodation, while least support was provided on financial matters.

The amount of assistance and advice provided by the host institution varied considerably according to the subject area of the ICPs. In comparing the average level of support across all 13 aspects, we note that the highest level of support was provided by the few ICPs categorized as "other areas of study" (77 %) followed by education and teacher training (74 %), and framework agreements in various areas of study (70 %). On the other hand, the mean percentage of substantial assistance and advice was relatively low in the case of ICPs in architecture (53 %), communication and information sciences (57 %) as well as art and design (57 %).

Coordinators of ICPs involving Denmark as a host country most frequently indicated substantial support by the host institution for incoming students (71 % as compared to 64 % on average). Altogether, differences by host country seemed to be small, but we have to bear in mind, as already stated above, that information was not provided on individual host countries.

4.4 Accommodation

Life and study in another country for a short period is substantially eased if the host institution helps finding accommodation. The majority of ICP coordinators reported that students were provided accommodation. Some of the remaining host institutions provided temporary accommodation or assisted the students' search for accommodation. In Table 4.9, the ICP coordinators' responses are weighted by the number of students going abroad in respective ICPs. According to the ICP coordinators:

- 65 percent of the ERASMUS students 1989/90 were provided with accommodation by the host institution;
- 8 percent were provided with temporary accommodation;
- 7 percent were assisted by the host institution in their own search for accommodation; and
- 21 percent of the students did not receive any support; according to the coordinators most of them (19 %) did not need any support, because they had made their own arrangements.

In comparison, a somewhat smaller number of students going abroad in 1988/89 stated that they were provided with accommodation (57 %), while a few more reported that they were assisted in their own search (11 %). The proportion of students not supported at all in provision or search was 21 percent as well, but only about 15 % of the students 1988/89 stated that they had informed the host institution in advance that they did not need any support because they had made their own arrangements. We do not know whether support by the host institution as regards accommodation increased between 1988/89 and 1989/90 or whether the institutional support is viewed somewhat more positively by ICP coordinators than by students. The 1990/91 ICP student in-depth survey being carried out at the moment might answer this.

Table 4.9 also shows that students of the host institution play an important role in helping their fellow students with regard to accommodation. On the basis of the information provided by ICP coordinators, we estimate that 23 percent of the ERASMUS students provided with regular accommodation were assisted by host institution students - either solely or in cooperation with staff from the host institution. According to the ERASMUS students surveyed, this figure was only 11 percent in 1988/89. According to the ICP coordinators, a further 9 percent of ERASMUS students 1889/90 were assisted by host institution students in finding accommodation or in searching for accommodation.

Table 4.9

Role of Host Institution's Staff and Students in Finding Accommodation, by Field of Study (percent, weighted by number of Students)

	Major field of study																Total	
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth		Fra
Staff - regular accommodation	53	36	35	25	40	55	30	39	46	43	50	39	55	52	45	35	54	42
Stud. - regular accommodation	9	8	4	8	7	8	15	14	8	6	9	15	2	4	8	0	14	8
Staff and stud. regular accommodation	11	16	18	13	24	15	27	10	15	13	22	18	13	16	32	61	11	15
Staff - temporary accommodation	19	0	0	2	13	4	4	2	1	2	0	0	2	4	0	0	0	3
Stud. - temporary accommodation	0	0	2	9	1	1	12	5	1	0	0	0	2	2	8	0	20	4
Staff and stud. - temporary accommodation	0	1	1	0	0	0	0	0	2	0	0	6	3	2	0	0	0	1

(to be continued)

(Table 4.9)

	Major field of study																	Total
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth	Fra	
Staff - assistance	0	4	0	4	0	2	0	2	6	1	8	3	4	0	7	4	0	3
Stud. - assistance	0	0	2	0	0	1	1	4	0	0	1	4	0	1	0	0	1	1
Staff and stud. - assistance	0	3	0	2	11	3	0	11	3	7	5	4	0	4	0	0	0	3
No support	0	1	4	0	0	4	0	1	1	5	0	2	1	3	0	0	0	2
Own arrangements	8	29	34	35	4	7	11	12	15	23	4	7	19	13	0	0	0	19
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(219)	(403)	(453)	(3880)	(281)	(1630)	(348)	(568)	(3683)	(1408)	(291)	(430)	(669)	(1443)	(102)	(49)	(479)	(16336)

Agr = Agricultural sciences

Arc = Architecture, urb. and reg. planning

Art = Art and design

Bus = Business studies, management sciences

Edu = Education, teacher training

Eng = Engineering, technology

Geo = Geography, geology

Hum = Humanities

Lan = Languages, philological sciences

Law = Law

Mat = Mathematics, informatics

Med = Medical sciences

Nat = Natural sciences

Soc = Social sciences

Com = Communic. and information sciences

Oth = Other areas of study

Fra = Framework agreements in various areas of study

Question B10.2.2: What role does (do) the host university/(ie's) staff and students play in finding students' accommodation?

Table 4.10
Percentage of Incoming Students Provided with University Accommodation, According to the ICP
Coordinators, by Field of Study (mean)

	Major field of study																Total	
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth		Fra
Proportion of incoming students in halls of residence	65.4	52.6	40.8	60.5	57.1	73.3	49.5	63.1	61.6	66.1	73.2	70.4	75.1	66.7	54.6	70.8	75.6	64.9
(n)	(29)	(42)	(39)	(107)	(27)	(172)	(28)	(59)	(237)	(78)	(41)	(56)	(99)	(109)	(11)	(6)	(16)	(1156)
Agr = Agricultural sciences			Geo = Geography, geology			Nat = Natural sciences												
Arc = Architecture, urb. and reg. planning			Hum = Humanities			Soc = Social sciences												
Art = Art and design			Lan = Languages, philological sciences			Com = Communic. and information sciences												
Bus = Business studies, management sciences			Law = Law			Oth = Other areas of study												
Edu = Education, teacher training			Mat = Mathematics, informatics			Fra = Framework agreements in various areas of study												
Eng = Engineering, technology			Med = Medical sciences															

Question B10.2.1: What percentage of incoming students are provided with accommodation in halls of residence at the host university(ies)?

As Table 4.9 shows as well, the provision of regular accommodation by the host institution ranged from more than 80 percent for students in communication and information sciences and mathematics/informatics to about 50 percent for students in art and design and in business studies.

The most common form of institutional support for accommodation is the provision of university accommodation, i.e. halls of residence run by the institution of higher education or by agencies. The ICP coordinators reported that on average 65 percent of the ERASMUS students within the ICPs were provided with university accommodation. In contrast, only 51 percent of ICP students surveyed in 1988/89 stated that they lived in halls of residence.

As Table 4.10 shows, the proportion of students living in university accommodation ranged from about three quarters in framework agreements in various areas of study, natural sciences, engineering, and mathematics to less than half in geography and geology as well as in art and design. The longer the study period abroad, the more likely it was for students to live in university accommodation.

As will be shown in the subsequent section, the ICP coordinators rated accommodation as one of the most serious problems encountered by the students. In addition, they reported great efforts on the part of the host institution staff and students in helping incoming students finding accommodation.

4.5 Problems Encountered by Students While Abroad

Living and studying in a foreign environment may pose various kinds of problems. In order to examine the extent to which students faced problems in the view of the programme coordinators, the ICP coordinators were provided with a list of 19 possible problems. On a scale from 1 = "very serious problems" to 5 = "no problems at all" they were asked to state whether students encountered significant problems regarding:

- living and organizing conditions of study in the host country (administrative matters, financial matters, guidance concerning non-academic matters, accommodation, finding place to concentrate on studies outside the classroom, not enough time available for travel);
- study at the host institution (academic level of courses, differences in the teaching and learning methods between home and host institution, readiness on part of teaching staff to meet and help foreign students, differences in class or student project group size, guidance concerning academic programme);

- foreign language issues (taking courses in a foreign language, taking examinations in a foreign language, communication in a foreign language outside the classroom);
- communication (interaction among/with host country students, not enough or too much contact with people from the home country);
- lifestyles of nationals in host country; and finally
- climate, food, health etc.

The same list of problems was presented to the ICP students 1988/89 in a survey conducted by the authors (see F. Maiworm, W. Steube, U. Teichler. *Learning in Europe: The ERASMUS Experience*. London: J. Kingsley 1991). Although one year had elapsed between the student survey and the coordinators' report and although the student cohorts were not identical, it is still relevant to compare students' experiences 1988/89 with the statements of ICP coordinators 1989/90.

Altogether, 53 percent of the coordinators stated that students within their ICPs encountered problems of living and organizing the conditions of study in the host country while 22 percent stated problems of study and foreign language problems. One third did not rate any of the 19 possible problems as serious (scale points 1 or 2). These aggregate percentages should be viewed with some caution, however, because the number of items for each area differed.

Financial matters were most often reported (40 %) by coordinators as a serious problem which students encountered abroad, as Table 4.11 shows. Other single problems which were considered relatively often as serious by coordinators were accommodation (27 %), taking examinations or courses in a foreign language (19 % and 12 %), differences in teaching and learning methods between home and host country (15 %), not enough time for travel (12 %), and administrative matters (11 %). Coordinators reported problems less frequently with regard to social contacts, lifestyles of nationals in host country, climate, food, health etc., and concerning academic or non-academic guidance of students.

In comparing the perception of coordinators 1989/90 with experiences reported by ICP students 1988/89, we note that ICP coordinators more frequently stated serious problems than did the students regarding financial matters (40 % weighted as compared to 21 % on the part of the students) and accommodation (35 % and 22 % respectively). In most of the cases, ICP coordinators and students responded similarly. On the other hand, students considered too much contact with people from students' own country as a serious problem (26 %) far more frequently than coordinators (10 % weighted). Students also saw more problems regarding guidance on academic matters (18 %) or non-academic matters (12 %) during their period abroad than perceived by coordinators (respectively 3 % and 2 %). As already shown in previous surveys on study abroad programmes, stu-

dents tend to point out problems which academic or non-academic staff could solve, while those responsible for the programmes are more likely to emphasize problems they could solve themselves at most to a limited extent.

In the ICP coordinators' reports about serious problems encountered by students abroad varied considerably according to subject area:

- foreign language problems were most often stated by coordinators of education/teacher training and geography programmes;
- financial problems by architecture and art coordinators; and
- problems related to differences in teaching and learning methods were more frequently reported in ICPs concerned with art/design and education/teacher training.

In general, 88 percent of architecture and 84 percent of business studies coordinators mentioned at least one of the 19 possible problems as a serious one for their students, while only about half of the ICP coordinators from agriculture, mathematics, natural sciences, and communication and information sciences stated that serious problems were encountered by their students.

Differences between home and host countries were very small in most cases. Financial problems were more often stated by coordinators of ICPs in which Greece (53 %), Italy and Ireland (48 % each) were participating as home countries. Comparatively serious problems regarding examinations in foreign languages were reported by ICP coordinators with Greek partners. Accommodation problems were most frequently reported by coordinators of ICPs including Italy and the Netherlands.

Table 4.11
Students' Most Serious Problems During the Study Abroad Period, by Field of Study (percent)

	Major field of study*)																Total	
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth		Fra
Taking courses in a foreign language	12	30	7	12	21	19	25	16	5	7	11	9	16	10	11	0	14	12
Taking examinations in a foreign language	24	19	27	17	33	21	33	25	14	18	15	19	19	17	0	40	20	19
Academic level of courses	0	0	5	5	4	8	8	7	5	4	2	7	2	6	0	0	14	5
Differences in teaching/learning betw. home and host univ.	14	17	25	19	21	12	15	14	17	19	7	15	5	19	0	17	27	15
Readiness of teachers to meet/help foreign students	0	12	10	5	0	2	11	3	3	4	2	2	4	7	0	0	0	4
Differences in class or student project group size	5	22	11	8	13	1	4	12	14	10	0	2	1	15	0	0	20	9
Administrative matters	9	8	18	8	25	10	4	18	16	15	9	6	3	10	0	17	13	11
Financial matters	36	53	52	32	46	40	37	44	39	44	29	47	34	42	42	17	44	40
Guidance concerning academic programme	0	0	11	4	0	3	0	2	1	1	2	4	1	3	0	0	0	2
Guidance concerning non-academic matters	4	6	13	0	4	3	0	2	2	4	0	8	0	6	0	0	0	3

(to be continued)

(Table 4.11)

	Major field of study*)																Total	
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth		Fra
Finding place to concentrate on studies outside class	0	27	18	3	4	4	5	8	9	6	5	0	2	7	8	0	0	7
Accommodation	11	42	32	36	15	23	40	22	31	30	20	25	12	31	25	14	36	27
Climate, food, health etc.	0	0	0	2	9	4	0	2	1	0	2	0	0	3	0	0	7	2
Lifestyles of nationals in host country	0	3	5	6	9	1	0	0	3	1	2	2	0	1	0	0	0	2
Interaction among/with host country students	0	3	5	3	8	2	0	5	4	7	0	2	1	5	0	0	0	3
Not enough contact with people from your own country	0	0	6	2	5	2	0	2	1	4	0	4	2	5	0	0	0	2
Too much contact with people from your own country	11	3	6	10	0	8	14	9	4	12	0	2	4	4	11	0	20	6
Communicating in foreign language outside the class	4	11	3	3	13	7	0	6	5	6	3	8	9	6	0	0	0	6
Not enough time available for travel	14	28	19	9	10	17	12	9	8	10	8	10	12	8	30	0	0	12

Question B10.1: What are the aspects of study abroad with which students typically encounter major problems during their study period abroad in the framework of your ICP (multiple reply possible)?

*) Explanation see Table 4.10

Recognition and Academic Impacts

5.1 Means of Assessment of Students

ICP coordinators were asked about the type of formal academic work the students were required to produce during their period abroad and how students' performance was assessed. According to the coordinators;

- students in 75 percent of the ICPs (81 % of the ICP students 1989/90) had to produce tests, papers, essays, oral examinations etc. in the framework of courses at the host institution;
- in 46 percent of the ICPs written reports on studies at host institution were required (covering 44 % of the students);
- 26 percent of ICP coordinators reported that students had to take comprehensive written tests, to write essays etc. on their whole programme of study abroad which were set by the respective host institution (affecting 33 % of students);
- 24 percent of the ICPs certified the attendance in courses at the host institution without formal assessment (affecting 24 % of students);
- 20 percent of the coordinators stated oral examinations as a type of formal academic work required from students (affecting 22 % of the students); and
- 20 percent stated that other types of formal academic work were required.

The types of formal academic work students were required to produce varied according to the duration of the study period abroad. As Table 5.1 shows, examinations in the framework of courses at the host institution were the more frequent, the longer the study period abroad. Only 55 percent of coordinators of ICPs with an average study period abroad of up to three months reported this type of formal academic work, while 87 percent of coordinators of ICPs with

study periods abroad of at least seven months stated that students were examined in this way. In contrast, students going abroad in the framework of ICPs with short study periods abroad were most often expected to write a report on studies at the host institution in general (64 % as compared to 37 %).

Certificates of attendance without formal assessment or written reports, rather than tests and examination, were more common in ICPs with Danish, Greek or Portuguese partners. Examinations with a focus on the overall studies abroad were more frequent in ICPs with Irish partners.

Table 5.1
Required Formal Academic Work During the Period Abroad, by Duration of the Study Period Abroad (percent, multiple reply possible)

	Duration in months			Total
	3 or less	4-6	7 and more	
Certificate of attendance at courses	26	27	20	24
Tests, papers, essay, oral examination etc.	55	73	87	75
Written test, essay etc. on overall studies abroad	18	27	29	26
Oral examination on overall studies abroad	18	20	21	20
Written report on studies at host university	64	48	37	46
Other type of formal academic work	24	22	16	20
Not ticked	3	3	2	2
Total	208	220	211	214
(n)	(229)	(541)	(470)	(1240)

Question B11.1: What type(s) of formal academic work are the students required to produce during their period abroad?

Students in ICPs in art and design, education and teacher training, and medical sciences were required to produce relatively "soft" formal academic work during their period of study abroad. On the other hand, ICPs in business studies, law and framework agreements most frequently required tests, papers, oral examinations etc. in the framework of courses at the host institution, as Table 5.2 shows.

Table 5.2
Required Formal Academic Work During the Period Abroad, by Field of Study (percent, multiple reply possible)

	Major field of study*)																Total	
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth		Fra
Certificate of attendance at courses	13	18	32	15	32	9	16	32	42	14	16	38	12	24	33	29	41	24
Tests, papers, essay, oral examination etc.	65	62	48	91	61	74	68	68	87	78	67	48	69	84	67	43	94	75
Written test, essay etc. on overall studies abroad	39	13	14	41	14	23	32	28	23	38	20	16	20	36	8	43	29	26
Oral examination on overall studies abroad	13	16	9	29	14	25	19	17	17	31	13	27	22	15	0	43	12	20
Written report on studies at host university	55	53	66	33	71	49	45	46	44	28	47	45	58	45	50	57	41	46
Other type of formal academic work	19	53	36	19	32	22	16	14	13	10	27	23	21	18	17	43	18	20
Not ticked	3	2	5	1	4	2	6	7	4	1	0	3	0	1	0	0	0	2
Total	206	218	209	230	229	204	203	213	230	200	189	200	201	223	175	257	235	214
(n)	(31)	(45)	(44)	(114)	(28)	(180)	(31)	(69)	(253)	(81)	(45)	(64)	(106)	(114)	(12)	(7)	(17)	(1241)

Question B11.1: What type(s) of formal academic work are the students' required to produce during their period abroad?

*) Explanation see Table 5.3

In addition, ICP coordinators were asked about the approach to assessment of the study period abroad:

- 26 percent reported that the study abroad period was regarded as a complete package, which the students either pass or fail;
- 69 percent of the coordinators stated that students were given recognition (credit) for individual course units successfully completed while abroad; and
- 20 percent reported that other approaches were employed. This was notably true for programmes providing very short periods of study abroad.

About one fifth of the coordinators reported using more than one principle of performance assessment.

The assessment of the whole period as a complete package was most common in large ICPs and in ICPs where study abroad was a mandatory component of the course programme (42 %). Some 52 percent of large ICPs (more than 50 students going abroad) reported this kind of assessment, while only 25 percent of the ICPs with a smaller number of students assessed the study abroad as a complete package. Furthermore, ICPs providing for a relatively long period abroad were more likely to regard the study period abroad as a complete package in the assessment process.

As Table 5.3 shows, a substantial number of ICPs in business studies (39 % of the business ICPs, representing 52 % of the ERASMUS students in business studies) reported that the study abroad period was regarded as a complete pass/fail package. This finding is not surprising, because ICPs in business studies tend to be large. Overall assessment of the complete study programme was also common in law (35 % of the ICPs representing 40 % of the students) and in the small group of ICPs categorized as "other areas of study" (43 % of the ICPs and 42 % of the students).

On the other hand, assessment of students by individual course units successfully completed while abroad was most frequent in ICPs in languages and philological sciences (83 %), and in framework agreements (82 %). Coordinators of ICPs in art and design and in humanities indicated this kind of assessment least frequently.

In a survey conducted in 1984/85, 42 percent of the coordinators of Joint Study Programmes - the predecessors of the ERASMUS Programme - stated that they practised global recognition of study abroad, based solely on performance as certified by the partner institution (F. Dalichow and U. Teichler: *Recognition of Study Abroad in the European Community*. Luxembourg: Office for Official Publications of the European Communities, 1986, pp. 32-33). Although we can-

Table 5.3
Assessment of Students' Performance During the Study Abroad, by Field of Study (percent)

	Major field of study																Total	
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth		Fra
1 Complete period	7	23	20	16	19	25	7	15	7	22	16	22	22	14	17	29	12	16
2 Individual course units	67	55	46	47	52	43	57	56	69	49	53	53	50	59	50	29	47	54
3 Other approach	10	9	15	6	15	15	18	18	6	4	11	8	12	10	8	14	0	10
1 + 2 stated	3	5	2	18	0	8	7	0	8	10	4	10	8	7	17	14	12	8
1 + 3 stated	7	2	2	4	0	1	4	2	0	1	2	0	2	1	0	0	6	2
2 + 3 stated	7	5	12	7	15	7	7	8	9	12	13	7	6	9	8	14	24	9
1 + 2 + 3 stated	0	2	2	2	0	1	0	2	1	3	0	0	1	0	0	0	0	1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
(n)	(30)	(44)	(41)	(111)	(27)	(170)	(28)	(62)	(241)	(78)	(45)	(59)	(105)	(112)	(12)	(7)	(17)	(1189)

Agr = Agricultural sciences

Arc = Architecture, urb. and reg. planning

Art = Art and design

Bus = Business studies, management sciences

Edu = Education, teacher training

Eng = Engineering, technology

Geo = Geography, geology

Hum = Humanities

Lan = Languages, philological sciences

Law = Law

Mat = Mathematics, informatics

Med = Medical sciences

Nat = Natural sciences

Soc = Social sciences

Com = Communic. and information sciences

Oth = Other areas of study

Fra = Framework agreements in various areas of study

Question B11.2: How is the students' performance during their study abroad assessed?

not exclude the impact of a re-phrasing of the question we conclude that ERASMUS ICPs have not yet reached the level of mutual confidence among the partner institutions, with regard to quality of teaching, assessment and identity or complementarity of course programmes that was attained within Joint Study Programmes and which led to such a high percentage of global recognition.

5.2 Extent of Recognition

Different measures were employed to examine the extent to which ICP coordinators reported that study abroad was recognized by the home institution upon return. Identical questions were posed to ERASMUS students in 1988/89, and compared to these ICP coordinators tended to underestimate the limits of recognition, although we cannot exclude the possibility of changes between 1988/89 and 1989/90. A survey undertaken in the mid-eighties on study abroad programmes in the United Kingdom, France, Germany, Sweden and the USA had already shown that programme directors tend to underestimate problems of recognition (cf. S. Opper, U. Teichler and J. Carlson. *The Impact of Study Abroad Programmes on Students and Graduates*. London: J. Kingsley, 1990). For example, only 19 percent of the coordinators of Joint Study Programmes expected that some or all of their students had to prolong the length of their degree course due to the study period abroad, while 27 percent of the students expected a prolongation (U. Teichler and W. Steube. "The Logics of Study Abroad Programmes and Their Impacts," *Higher Education*, Vol. 21, 1991, pp. 344-345).

First, the degree of recognition was taken into account (i.e. the degree to which the academic study successfully undertaken at the host institution was recognized or otherwise considered equivalent). Table 5.4 shows that ICP coordinators reported that 90 percent of successful study abroad was accepted by the home institution upon return (affecting 89 % of the participating students). ERASMUS students of the preceding year, however, reported only 77 percent recognition according to this measure.

Secondly, the degree of correspondence was addressed (i.e. the extent to which study at the host institution actually corresponds to the amount of typical study at the home institution during a corresponding period). The second question was considered necessary because students might take less (or in a few cases more) courses abroad than at home and therefore might have to face an additional work load at home even if all courses taken abroad were recognized. According to ICP coordinators (see Table 5.4), study abroad on average cor-

Table 5.4
Degree of Recognition, Correspondence and Prolongation, by Field of Study (mean; percent)

	Major field of study																Total	
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth		Fra
Credit granted or otherwise considered equivalent	83.0	87.6	94.3	88.6	92.0	91.3	82.0	86.6	89.7	88.2	94.1	92.3	90.6	88.7	90.9	100	82.3	89.6
Correspondence to study at home	77.5	82.3	86.8	85.8	74.2	83.3	93.6	82.0	82.0	64.1	87.6	88.1	91.0	81.3	71.6	88.8	82.4	82.8
Ratio of prolongation ¹	28.2	21.2	25.4	21.2	23.3	22.8	25.7	26.7	19.5	31.1	28.7	18.2	21.6	29.4	26.7	60.6	11.4	23.4

Agr = Agricultural sciences

Arc = Architecture, urb. and reg. planning

Art = Art and design

Bus = Business studies, management sciences

Edu = Education, teacher training

Eng = Engineering, technology

Geo = Geography, geology

Hum = Humanities

Lan = Languages, philological sciences

Law = Law

Mat = Mathematics, informatics

Med = Medical sciences

Nat = Natural sciences

Soc = Social sciences

Com = Communic. and information sciences

Oth = Other areas of study

Fra = Framework agreements in various areas of study

Question B12.1: To what extent is the students' academic study at the host university granted credit or otherwise considered equivalent to studies at the home university?

Question B12.2: To what extent does the students' study at the host university actually correspond to the amount of typical study at the home university during a corresponding period?

Question B12.3: The study period abroad is likely to prolong the students total duration of study by:

1) i.e. expected prolongation of study as a proportion of length of study period abroad.

responded to 83 percent of study at the home institution (the valid responses affecting 87 % of the students). According to the ERASMUS students of the preceding year, the respective ratio was 73 percent.

Thirdly, the degree of non-prolongation was asked for (the responses to the question about the expected prolongation of the overall duration of study due to the study period abroad provided the basis for this measure). ICP coordinators estimated that students have prolonged their studies by 1.4 months on average - i.e. 23 percent of the study period abroad (Table 5.4). Thus, the degree of non-prolongation was 77 percent according to the ICP coordinators' estimate (affecting 78 % of the students) as compared to 47 percent reported by the ERASMUS 1988/89 students.

It is interesting to note that ICP coordinators in 1989/90 perceived the incidence of incomplete recognition to be only half as high as did students in the 1988/89 student survey. This may indicate a very substantial improvement in the situation (1988/89 was only the first full year of the programme) or it may reflect a very real difference in perception by students and staff of what "incomplete recognition" means; student responses, for instance, may well have reflected the inevitable uncertainty of being among the first groups going through the system.

On the basis of at least two of the three criteria the extent of recognition was considered by the ICP coordinators to be relatively high in art and design and in mathematics. On the other hand, it seemed to be relatively low in agriculture and law. As regards both home and host country, recognition seems most complete in ICPs involving Denmark and least complete in ICPs involving Greece.

The longer the period of study abroad the more likely were courses taken abroad recognized upon return (according to the ICP coordinators). The degree of correspondence was below average for ICPs in which short study periods abroad prevail. However, the degree of non-prolongation estimated by ICP coordinators did not vary according to the duration of the study period abroad.

5.3 Reasons for Incomplete Recognition and Efforts for Easing Recognition

Coordinators of those ICPs in which full recognition was not normally awarded were asked to state reasons for incomplete recognition: 41 percent of the ICP coordinators named - as a rule more than one - reason (Table 5.5).

Discrepancies of teaching and learning modes between the home and host institutions were referred to by 19 percent of the respondents while 16 percent named programme-related reasons (e.g. only a limited number of courses abroad were equivalent). Thus, the major difficulties were primarily attributed to prob-

lems inherent in study abroad programmes. However, achievement problems of the individual students were stated as well by 11 percent of the ICP coordinators, and language barriers were viewed as a major cause for incomplete recognition by 9 percent of the ICP coordinators.

Programme-related reasons for incomplete recognition were most frequently stated by coordinators in agriculture (26 %) and languages and philological sciences (25 %) and least often by coordinators of engineering, natural sciences (9 %), medical sciences (8 %), and mathematics/informatics (2 %). Discrepancies in teaching and learning modes were most frequently viewed as barriers to complete recognition in the case of framework agreements (35 %) and education and teacher training (32 %) and least frequently in mathematics (7 %) and engineering (10 %). As regards host country, we note that language barriers were most often named as reasons for incomplete recognition by coordinators of ICPs involving Greece and Germany. Discrepancies between teaching and learning modes were most often viewed as a barrier by coordinators of programmes involving Ireland, Germany and Italy.

In the face of existing difficulties in ensuring that study abroad fully corresponds to study at home, as far as the quality and the qualification to be achieved in the course programme are concerned, participating partners might adopt solutions to increase - or one might argue in some cases to inflate - the extent of recognition. Based on analyses of previous surveys and of reports submitted in 1987/88 by ICP coordinators, a typology of such strategies was drafted (U. Teichler. *Recognition: A Typological Overview of Recognition Issues Arising in Temporary Study Abroad*. Kassel: Wissenschaftliches Zentrum für Berufs- und Hochschulforschung der Gesamthochschule Kassel 1990). A question was posed in the Programme Coordinator's Report Form which allowed for the examination of the frequency of such strategies.

The "elitist strategy" was chosen most frequently, as Table 5.6 shows: a high degree of recognition was facilitated in 38 percent of the ICPs by means of selecting those students for participation in the ERASMUS programme who were most likely to be successful. This strategy was most often chosen in those fields of study which - except for foreign language studies - make up the highest percentages of students participating in the ERASMUS programme: business studies, law, engineering, natural sciences and social sciences. It was most often chosen by ICPs sending students abroad for more than half a year.

Secondly, 32 percent of the ICPs, according to the ICP coordinators, chose the "filling-up the options strategy": they expected their students to use their study abroad period predominantly for individual study, writing theses or taking

Table 5.5
Reasons for Incomplete Academic Recognition, by Field of Study (percent, multiple reply possible)

	Major field of study*)																	Total
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth	Fra	
Programme-related reasons	26	22	18	18	18	9	19	16	25	17	2	8	9	14	17	14	18	16
Discrepancies between teaching/ learning modes	19	24	27	20	32	10	19	22	23	19	7	16	16	18	17	29	35	19
Language barriers	10	20	18	8	18	9	6	12	7	5	7	3	7	11	17	0	24	9
Lack of guidance, supervision, etc.	0	2	7	2	0	2	3	4	2	0	2	2	1	3	0	0	0	2
Practical difficulties of living abroad	0	11	5	5	4	4	0	3	4	5	4	0	2	4	0	0	6	4
Achievement problems of the individual students	13	18	20	12	7	8	10	16	14	7	7	5	6	9	8	0	6	11
Other reasons for not giving full recognition	16	7	11	17	21	7	6	12	11	15	13	5	11	10	8	14	6	11
Not ticked	48	49	43	53	43	76	58	55	49	56	71	75	71	63	75	71	53	59
Total	132	153	150	134	143	125	123	139	136	123	113	113	123	132	142	129	147	131
(n)	(31)	(45)	(44)	(114)	(28)	(180)	(31)	(69)	(253)	(81)	(45)	(64)	(106)	(114)	(12)	(7)	(17)	(1241)

Question B12.4: If students returning from abroad are not given full academic recognition, or the volume of studies undertaken abroad does not correspond to the total volume normally undertaken in a corresponding period at the home university (cf. question B12.2), what are the reasons for this?

*) Explanation see Table 5.4

Table 5.6
Strategies for Increase of Recognition, by Field of Study (percent, multiple reply possible)

	Major field of study*)																	Total
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth	Fra	
Only specially talented students are selected	26	33	43	47	21	47	29	33	28	51	36	36	42	41	33	0	47	38
Students going abroad have higher total course load	45	29	32	21	29	23	23	26	32	33	16	34	35	28	33	29	0	28
Students who go abroad have a longer study period	29	13	9	16	11	19	13	14	12	25	27	14	12	18	33	0	29	16
Period abroad predominantly used for individual study	58	33	45	17	46	33	45	48	32	28	24	22	28	36	8	29	41	32
Students are informed of partial recognition	6	9	9	9	7	3	10	4	15	17	2	2	7	9	8	14	12	9
Students should take less demanding courses	6	7	2	6	7	4	13	12	12	11	9	5	12	16	25	14	29	10
Lower requirements of courses at host universities	0	11	7	8	14	10	10	19	12	14	7	6	6	10	8	14	41	10
Not ticked	16	13	9	21	25	13	23	19	18	7	24	20	12	11	17	29	12	16
Total	187	149	157	145	161	152	165	175	160	186	144	139	154	168	167	129	212	159
(n)	(31)	(45)	(44)	(114)	(28)	(180)	(31)	(69)	(253)	(81)	(45)	(64)	(106)	(114)	(12)	(7)	(17)	(1241)

Question B12.5: Which of the following statements characterize your ICP as a whole?

*) Explanation see Table 5.4

courses which were considered equivalent to optional courses. In this way, the issue of correspondence of courses abroad to mandatory courses at home is circumvented as far as possible. In contrast to the "elitist strategy", this strategy prevails in fields of study covering relatively small numbers of ERASMUS students and was often chosen by ICPs sending students abroad for at most half a year. Programmes involving Italy, Greece and Portugal opted for this strategy most often.

Thirdly, 28 percent of the ICPs seem to choose the "overload strategy": students going abroad had a higher total course load than those not going abroad (e.g. because they had to make up for courses missed while they were abroad). This was most often stated by coordinators of ICPs in agriculture and in programmes involving Denmark.

Fourthly, 16 percent of the ICPs seem to pursue the "add-on strategy": students who go abroad have, as a rule, a longer period of study than is customary for students not going abroad.

While these four strategies try to ensure a higher extent of recognition without compromising standards, two measures which seem to compromise standards somewhat (which represent a "condoning strategy") were used by only 10 percent each of the ICP coordinators. In these ICPs, notably those involving the Netherlands and Belgium, students were recommended to take courses abroad considered to be less demanding than those usually taken at home (for example course intended for students in an earlier year of study). The yardstick for recognizing successful work abroad was slightly lower than for assessing course work at home.

According to the ICP coordinators' a further 9 percent of ICPs opted for a "limited-recognition strategy": rather than trying to circumvent problems of recognition, students were informed in advance that only part of the courses which they took abroad would be recognized. A further 16 percent of ICP coordinators did not respond, i.e. their ICPs either faced no problems of recognition or did not opt for any of the strategies noted above.

5.4 Certification of Studies Undertaken Abroad

Various ways of formal certification for study undertaken abroad have emerged over the years. A double degree, i.e. a degree awarded both by the home and the host institution upon completion of the course programme comprising a study abroad component, was envisaged in 11 percent of ICPs according to the coordinators. As Table 5.7 shows, double degrees were most common in business

Table 5.7
Formalized Written Certification for Students, by Field of Study (percent, multiple reply possible)

	Major field of study																Total	
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth		Fra
Double degree	6	0	2	34	0	24	13	9	6	4	9	2	11	7	0	0	18	11
Joint certificate	19	7	9	17	21	11	16	9	11	16	16	11	9	15	25	0	24	13
Home university	42	16	20	29	18	29	45	35	32	40	36	25	34	35	33	29	35	31
Transcript of records	23	40	52	50	50	43	42	43	50	59	42	55	42	51	58	86	76	48
Other formalized certification	26	24	18	19	32	22	26	23	30	28	29	20	26	27	42	14	12	25
No formalized certification	3	20	20	4	14	14	10	7	11	2	16	6	15	9	0	0	12	11
Not ticked	3	9	5	4	0	3	6	9	3	1	4	3	1	3	0	0	0	3
Total	123	116	127	157	136	146	158	135	142	151	151	122	139	146	158	129	176	142
(n)	(31)	(45)	(44)	(114)	(28)	(180)	(31)	(69)	(253)	(81)	(45)	(64)	(106)	(114)	(12)	(7)	(17)	(1241)

Agr = Agricultural sciences	Geo = Geography, geology	Nat = Natural sciences
Arc = Architecture, urb. and reg. planning	Hum = Humanities	Soc = Social sciences
Art = Art and design	Lan = Languages, philological sciences	Com = Communic. and information sciences
Bus = Business studies, management sciences	Law = Law	Oth = Other areas of study
Edu = Education, teacher training	Mat = Mathematics, informatics	Fra = Framework agreements in various areas of study
Ing = Engineering, technology	Med = Medical sciences	

Question B12.6: What formalized written certification do students receive for their studies undertaken abroad in the framework of the ICPs?

studies (34 %), engineering (24 %) and in framework agreements (18 %). Notably, programmes involving France, the United Kingdom, Germany and Spain succeeded most often in establishing joint degrees. Programmes requiring more than half a year of study abroad (22 %) are much more likely to lead to a joint degree than those providing for at most six months abroad (5 %), as indicated in Table 5.8.

Around 12 percent of Joint Study Programmes awarded a double degree to all participating students, and a further 12 percent awarded a double degree providing the examinations results fulfilled the requirements of both institutions (F. Dalichow and U. Teichler, *op. cit.*, pp. 74-75). We deduce that ERASMUS programmes in 1989/90 had not yet reached an equivalent degree of cooperation and curricular integration.

Other ways of formal certification linked to the award of a degree were more frequent in ERASMUS programmes 1989/90:

- in 13 percent of the ICPs, students were awarded a joint certificate attesting to study abroad, in addition to the normal degree certificate of the home university; and
- in 31 percent of all ICPs, study abroad was attested on the degree certificate of the home university.

Table 5.8
Formalized Written Certification for Students, by Duration of the Study Period Abroad (percent, multiple reply possible)

	Duration in months			Total
	3 or less	4-6	7 and more	
Double degree	3	6	22	11
Joint certificate	10	13	13	13
Home university	22	32	35	31
Transcript of records	44	52	46	48
Other formalized certification	27	23	27	25
No formalized certification	12	12	8	11
Not ticked	5	4	2	3
Total	122	141	153	142
(n)	(229)	(541)	(470)	(1240)

Question B12.6: What formalized written certification do students receive for their studies undertaken abroad in the framework of the ICPs?

Altogether, almost half of all ICPs in 1989/90 certified study abroad within the framework of a degree certificate. In 1984/85, 50 percent of the Joint Study Programmes certified study abroad as part of, or linked to, the degree certificate.

Other forms of certification, in most cases undertaken during the course of study but in some cases also annexed to the degree certificate, were quite common:

- 48 percent of the ICP coordinators stated that the partners provided information on study abroad in a transcript of records; and
- 25 percent noted other ways of formalized certification.

Only 11 percent of ICP coordinators reported that there was no formalized certification. A further 3 percent did not respond to the question. We note a substantial number of ICPs in architecture and in art and design (20 % each) which did not introduce any formalized certification.



General Outcomes

The ERASMUS programme aims to promote cooperation between institutions of higher education in the Member States of the European Community primarily by means of student mobility and additionally by means of teaching staff exchange, cooperation on curricular issues, etc. The outcomes of the ERASMUS programmes certainly will be found in these domains, but also might be broader.

Coordinators, first, were asked - by means of an open question - to state the most important outcomes of the ICP during the year under consideration. In response, 84 percent stated outcomes. They addressed most often the following areas:

- 35 percent cited academic matters,
- 28 percent improved cooperation within the ICP or among the actors at the individual institution of higher education,
- 24 percent successes regarding students' participation,
- 11 percent matters of recognition and finally
- 9 percent cited matters of administration.

Further issues were addressed less frequently. In addition, about half of the respondents made general remarks regarding outcomes which cannot be classified according to the specific matters named above.

Many ICP coordinators perceived a growing interest of students in participation (the coordinators' home country is named in brackets after the respective quotation):

"The students of the participating institutions have become very interested to take part in the ERASMUS programme." (NL)

"There is a certain kind of provincialism at our university that strongly promotes interest in student mobility." (P) "More and more students prefer to stay nine months abroad instead of six months." (D)

"In general, higher reciprocity and better understanding of each other were established." (I)

By far most often, coordinators praised the academic outcomes in terms of curricular development or on the part of the students. Thereby academic learning frequently was viewed as closely linked to linguistic, cultural and social learning:

"Student exchange in Europe is seen as a matter of course. That means that one does not go so much to a foreign country for adventure but much more for academic purposes." (NL)

"The creation of a bi-lingual core course." (UK)

"The knowledge increase of the participating students in different areas: linguistic, academic, human, etc." (E)

"Academic and human maturation of the grantees who beyond the curricular achievements discovered scientific approaches and new ways of thinking." (I)

"The confrontation with new methods and contents results in a knowledge progress even for teachers." (I)

More than ten percent of the coordinators stated explicitly that an improvement of recognition was achieved during the respective academic year:

"The arrangements made concerning recognition of the academic results made the student exchange very successful." (NL)

"The most comforting results are the demand from additional universities to participate in the double degree programme from next year on..." (F)

Some coordinators pointed out that most students seem to view participation in the ERASMUS exchange as a success not only in academic terms, but in many other respects as well:

"The social integration has been extremely successful and indeed makes it difficult to persuade the students to return to complete their degrees." (DK)

"The students came back with a totally new view of the visited society and university world (more realistic and objective)." (B)

Some coordinators addressed specific improvements in the management of the Inter-University Cooperation Programme. Others pointed out generally that co-operation improved and became more stable over time:

"Development and institutionalization of the existing contacts between certain European universities." (B)

*"The signing of an agreement to exchange students over a five-year period."
(UK)*

A substantial number of coordinators finally pointed out in response to the open question that more and more teachers got involved in the ERASMUS programme. This led not only to increasing cooperation in research, but also to an improvement of the quality of teaching:

"The exchange was a step towards internationalization. Teachers realized the existence of ERASMUS and got motivated to participate. The teaching visits made it possible to create close ties between the departments and to establish bilingual cooperation." (I)

"Intensification of professional and research contacts and the exchange of research results." (B)

The last few comments already addressed "spin-offs" of the ERASMUS programme, i.e. outcomes beyond the ERASMUS-supported activities as such. ICP-coordinators were presented a list of outcomes of that kind in an additional question. Actually, 90 percent of the ICP-coordinators stated that the cooperation supported by the ERASMUS Programme has led to additional cooperation between the institutions participating in the inter-university cooperation programme:

- 55 percent of the coordinators reported that their ICP had led to research cooperation in the field(s) covered by the ICP;
- in 40 percent of the programmes, the ERASMUS supported ICP activities had led to exchanges of staff with the partner institution in the respective fields covered by the ICP for the purpose of teaching; and
- about one third of the coordinators indicated that the ICP had given rise to formal partnership agreements at central, institutional or departmental level (39 %), to agreements between other units at the institutions involved (35 %) or to student exchanges with partner institutions in the same field as the ICP but outside the framework of the ICP (32 %).

If we look at the individual fields of study with regard to these three items we note, as Table 6.1 shows, that:

- research cooperation ranged from 77 percent in geography and geology (even 86 % in the fields of study classified as "others"), and 75 percent in communication and information sciences to 36 percent in art and design, and 33 percent in law. It was by far the most common spin-off for ICPs in natural sciences (68 %), geography/geology, humanities (67 % each), and various other fields;

(Table 6.1)

	Major field of study																	Total
	Agr	Arc	Art	Bus	Edu	Eng	Geo	Hum	Lan	Law	Mat	Med	Nat	Soc	Com	Oth	Fra	
Inter-library loans services	13	11	5	5	0	3	16	7	12	6	2	5	3	5	8	14	0	7
Contacts between administrative staff	26	13	30	39	29	27	26	10	29	32	24	22	14	25	17	0	53	26
Exchanges of assistant teachers	29	22	16	16	14	20	42	20	23	22	24	36	25	23	25	14	47	23
Other forms of cooperation	23	27	20	24	32	24	29	13	21	17	13	6	16	20	33	29	24	20
Not ticked	10	22	9	5	21	10	0	7	9	15	9	13	13	14	8	0	12	11
Total	384	331	318	368	336	348	410	330	379	296	340	347	303	319	367	286	435	346
(n)	(31)	(45)	(44)	(114)	(28)	(180)	(31)	(69)	(253)	(81)	(45)	(64)	(106)	(114)	(12)	(7)	(17)	(1241)

Agr = Agricultural sciences

Arc = Architecture, urb. and reg. planning

Art = Art and design

Bus = Business studies, management sciences

Edu = Education, teacher training

Eng = Engineering, technology

Geo = Geography, geology

Hum = Humanities

Lan = Languages, philological sciences

Law = Law

Mat = Mathematics, informatics

Med = Medical sciences

Nat = Natural sciences

Soc = Social sciences

Com = Communic. and information sciences

Oth = Other areas of study

Fra = Framework agreements in various areas of study

Question G3: To what other forms of inter-university cooperation has the ICP given rise (or is it likely to give rise), over and above those supported by ERASMUS?

- exchanges of staff on teaching assignments with partner institutions in the fields covered by the ICP were most often mentioned by ICP coordinators in business studies (53 % - slightly more often reported than research cooperation), medical sciences (52 %), and education and teacher training (50 %), least often in ICPs in natural sciences; and
- formal partnership agreements at central, institutional or departmental levels ranged from about 50 percent in communication and information sciences, mathematics, and geography/geology to about 30 percent in art/design and social sciences.

Inter-university cooperation over and above projects supported by ERASMUS was more likely to emerge, the more partners participated in an ICP. Coordinators from ICPs with only two partners on average ticked slightly more than three forms of spin-off cooperations, while coordinators from ICPs with six and more partners in the network on average ticked more than four.

Major Problems and Suggestions for Improvement

7.1 Frequency of Problems

At the end of the report form, coordinators were asked to summarize the major problems they encountered in the implementation of the ICP and to suggest improvements regarding the administrative procedures of the ERASMUS programme, priorities for the ERASMUS programme and for education co-operation in the European Community in general. Open questions were posed. This procedure evokes interesting comments, but does not allow detailed quantitative analysis.

About a third of all problems raised by the ICP coordinators were financial. 56 percent of the coordinators mentioned financial issues (each more than 30 percent in stating problems and in suggesting improvements). Criticisms of limited financial resources - most often for the students, but frequently for the programmes as well - were raised most frequently, but issues of priorities and distribution of the funds were referred to in more than one third of comments on financial issues.

Administrative matters as such were addressed slightly more frequently than financial matters. Altogether, 58 percent stated administrative issues, again more than a third each when asked about problems encountered and asked to suggest improvements. Six areas of administrative matters were addressed most often: all of them by more than ten percent of the ICP coordinators (a detailed quantification does not make sense because the issues are frequently closely linked to each other in the comments and suggestions):

- The overall EC policy and administration setting regarding the ERASMUS programme;

- the timing of the application procedure, of the award decision and of the transfer of grants;
- other issues regarding the application, award and reporting procedures;
- the management of the ICP and the cooperation among the partners;
- administrative conditions at the home institution or the home country;
- the administrative work load and generally the burden put on the ICP coordinator.

Two of these areas were most frequently addressed and appeared to elicit most concern from the coordinators: The timing of the application and award procedures and the burden put on the ICP coordinators.

The third group of problems stated and recommendations made refer to life and study of the students or various educational aspects of the programme:

- 16 percent of the coordinators were concerned about the participation of students, in terms of total number of students interested or terms of the profile of those interested in participation.
- 25 percent of the ICP coordinators mentioned academic issues, whereby questions of curricular discrepancies and coordination were clearly in the forefront, but issues of recognition, students' achievements, examinations procedures and discrepancies in the academic calendar were frequently stated as well.
- Almost 20 percent referred to problems of accommodation. Compared to that, all other administrative issues regarding living conditions abroad seem to be negligible.
- Finally, linguistic aspects figured among the major issues, addressed by 14 percent of the coordinators.

It should be noted that not all ICP coordinators addressed problems. 10 percent did not raise any problems in response to the questions discussed here at all, i.e. neither in response to the question on problems nor as response in the section open for recommendations. Actually, 22 percent had not stated problems or said explicitly that they did not face any problems. 33 percent had not made any suggestions for improvement. The questions had not been asked in a way that reference to problems and recommendations can be viewed as expression of general satisfaction or dissatisfaction with the ERASMUS programme as such or the administration of the ERASMUS programme in general.

7.2 Financial Issues

Among the various financial issues, the amount of money available for students clearly stood out. Exactly 25 percent of the ICP coordinators addressed this issue - obviously an extraordinarily high proportion in response to an open question addressing the whole range of administrative issues. In some cases, the total amount of support and the number of grants were meant, but clearly the grant awarded per student was considered too low in most of these comments. Statements of problems were frequent, and few suggestions for improvements were made, because the measures to be taken seem obvious.

Some examples of the general critique of low student grants might be quoted (the coordinators' country is named in brackets):

"The most significant weakness of the student exchange programme is the low grant, which - in addition to the lack of organization with a considerable number of institutions regarding the provision of accommodation and catering - constitutes an obviously insurmountable financial problem." (G)

"ERASMUS has given great hopes. We risk that the multiplication of the programmes (sign of their success) will lead to a diminution of the financial help, especially of the grants, which will compromise the whole programme." (F)

"The low grant that prevented possible exchange students from participation." (I)

One Irish ICP coordinator came forward with an explicit proposal regarding the desirable amount of the student grant:

"In my opinion, top priority should be given to bring up the student grant to 2,000 EC throughout the EC."

This coordinator had in mind a six month-period of study in another country.

Only one - a Spanish - coordinator explicitly favoured a smaller grant each for a larger number of students:

"The grants should be distributed directly by the university to the participating students in order to avoid any discrepancies between grant receiving and other participating students."

A considerable number of coordinators underscored their critique of the low award per student with the argument that the small grant discourages the students from participating:

"Lack of sufficient funds to attract Irish students to the ICP". (IRL)

"If you raise the grants for the students, even students with little money could participate in the programme." (I)

"The reduction of the financial support for the students is worrying. If a critical limit is exceeded, some students will not have enough money for living in a foreign country and, subsequently, the motivation to take part in an ICP will decrease." (NL)

Some coordinators argued that funds should be made available for extended study periods abroad. One French coordinator stated:

"With the academic curriculum being well known now we should take more care of the future of the students after the supported period. It is such a great pity that there is no help available for an eventual prolongation."

About 15 percent of the ICP coordinators considered the financial support for the institutions of higher education, i.e. for the ICPs and the participating departments, as too low. Again, this has to be viewed as a high proportion, if we take into account that the open questions referred to the whole range of administrative issues. Some general comments:

"In strict financial terms the programme is clearly under-resourced for what it seeks to accomplish, and the deficit is made up only by goodwill and idealism." (UK)

"Budgetary problems curtail development. Some members are likely to leave because of budgetary problems." (IRL)

In contrast, one Spanish coordinator suggested that limited financial support should be taken for granted:

"It should be made clear to all universities that ERASMUS only serves as a match that lights the fire of collaboration and exchange and in no way intends to act as the bank which finances all the expenses of the programme."

In this context, a substantial number of coordinators named areas of activities and expenditures for which more support was desirable:

"The reimbursement for travel and living costs for common meetings was too low." (NL)

"The secretarial, communication (telephone and fax), paper, copy, translations, supply costs are very high." (G)

"The administrative expenses amounted in fact to more than 20 percent." (DK)

"I would like to have the part of other administration costs to be augmented to one third of the total." (B)

"A certain amount of money should be given to the coordinators to cover the various, even little spendings." (D)

"Permit modest ERASMUS funds to be used to employ administrative assistants for the larger networks." (UK)

"It would be desirable if the programmes of ERASMUS would give financial help to the host universities in order to reimburse the extra administrative, technical and pedagogical costs which are caused by the reception of students." (B)

"It is imperative in the future that institutions, particularly those coordinating programmes, should be recompensed for indirect costs and staff time arising from administrative procedures." (UK)

The comments on financial issues, however, were by no means confined to the amount of money as such. As far as financial support for students was concerned, a substantial number of ICP coordinators criticized the distribution of awards on students. Some of those comments can be viewed as critique of the EC priority policies. As will be addressed below, views varied regarding the policy of favouring mobility to and from the small countries or regarding small or big ICPs. More frequently, though, differential support according to home country, host country, distances between the countries etc. was considered inappropriate. The number of coordinators noting students' complaints about visible "inequalities" of support was quite high. Again some examples:

"The inadequacy of the putative ERASMUS grant offered to the Irish students which obviated their participation." (IRL)

"Inequality of grants between member states leads to resentment between students." (UK)

"Dispartities in the allocation of student mobility grants: it is not conducive to the development of a citizen's Europe of (generally better-off) students traveling from Germany to Ireland received twice the amount allocated to Irish students travelling to Germany within the same programme." (IRL)

"On the French side, one could complain about the unequal treatment, because the grants for their students are not as high as the ones provided to Italian students. This causes a problem of recruitment." (I)

In contrast, few coordinators suggested that the formulas regarding the amount grant should be even more finely tuned according to differential needs:

"The supplementary financial support for the student mobility is too low, especially for the students who go to London or to Paris." (NL)

"The economic problems faced by the students could be solved by the evaluation of the living costs in the different countries as well as the distance between the home and the host institution. This should lead to an increased grant if necessary." (G)

As regards the purposes and the distribution of institutional support, it was already mentioned above that various changes of priorities were recommended. In addition, some ICP coordinators just pleaded to allow more flexibility in the utilization of the ICP grant. As the grant is considered low anyway, programmes should be free just to use it for the most pressing needs emerging and changing over time.

In general, there were frequent arguments regarding the efficiency of the utilization of money. Many coordinators obviously believe that the administration of funds ought to be improved substantially. This does not apply only for the flexibility of institutional grants. Some coordinators also deplored the considerable loss of money for bank exchanges. A French coordinator stated:

"The essential point is to simplify the procedures of transferring the funds, to avoid a waste of time and money due to the conversion of one or two national currencies in ECU."

The most harshly criticized financial inefficiency is the late timing of provision of funds, which will be addressed in the section on administrative problems.

Finally, some ICP coordinators looked at the mid-term and long-term financial situation. As regards mid-term funding, some coordinators addressed the lack of continuity of funds from one year to the next. To quote one Irish coordinator:

"Lack of continuity in supporting elements of the programme, e.g. staff exchange, impedes progress and appears inconsistent."

One Spanish respondent named long-term prospects as the most serious administrative problem:

"The lack of financial security concerning the continuation of the programme in the next years".

7.3 Administrative Issues Regarding the Interaction between the Commission and the Institutions of Higher Education

More than 10 percent of the ICP coordinators addressed issues of the overall EC policy regarding the ERASMUS programme and its general administrative setting. This area obviously was viewed as important. However, it did not draw as much attention as for example the administrative processes of application and award.

One area of concern in this respect are the priorities of the ERASMUS programme. In this context, no dominant proposals for change can be observed. Some coordinators suggested to support the smaller programmes, other the larger programmes. Some suggested to give priority to the small EC Member States, whereas others saw too much emphasis placed on the small countries. Some suggested to extend support to teaching staff mobility, curricular development and intensive programmes, whereas others proposed to concentrate the funds more strongly on student mobility. Some examples might suffice to illustrate the extraordinarily diverse directions of proposals:

"Give priority to the realisation of 'intensive courses', for which more funds should be made available." (E)

"In my opinion the funds for the ERASMUS programme should be directed to student mobility in order to raise the grants. Stop intensive programmes and teaching staff exchange." (I)

"One should distinguish between those going abroad only for learning the language and those going abroad for the purpose of broadening the knowledge in various disciplines." (I)

"Priority should be given to smaller ICPs (few participants) because they can be managed more easily and more efficiently." (D)

"An increase in teacher mobility is vital, because more staff sympathizing with conditions, in the years to come, will affect a considerable number of guest workers and ethnic minorities who already suffer." (UK)

The largest number of critical comments and suggestions regarding the EC policy and general administration referred to what might be called at first glance information issues. A closer look, however, reveals that four different issues were addressed: background information, guidance, transparency and communication.

Some coordinators even claimed that basic information about the ERASMUS programme is not yet sufficiently spread:

"The experience with Italy shows that knowledge about ERASMUS and the willingness to study abroad is not very high. The Italian 'mass' universities need a very intensive information programme regarding the ERASMUS scheme." (D)

Also, some coordinators considered basic information needed on the higher education systems, the equivalences of courses and degrees as well as on curricula developed at various institutions of higher education in Europe. Obviously, many of the coordinators suggesting these improvements were not aware of available publications:

"A general guidebook (if this does not already exist), giving basic information on such things as levels in each member state would be useful." (UK)

"Establish equivalences for the organisation and quality of teaching as well and research in the different European universities." (E)

"It is necessary to establish a data bank for delivering exact information about European university networks." (P)

"To provide the opportunity to get the addresses and references of all possible partners in all countries of the EC. A kind of information centre should be established: supply and demand for cooperation, because one tends to work only with countries and partners which are already known." (B)

"The ERASMUS Bureau should request detailed information about all the study schemes from the departmental coordinators of all participating institutions in order to increase the opportunity of cooperation on the basis of common curricula on European level." (G)

Several coordinators suggested that detailed information about the selection criteria should be made public:

"In the case of a programme not being accepted at all or just partly, you should state the reasons much more in detail regarding the individual programme." (NL)

"The criteria for the distribution of grants to programmes and institutions should be open to the public. The ERASMUS bureaucracy is getting more and more under suspicion of realizing political higher education policies by means of anonymous financial decisions." (D)

In this context, another proposal made by a British coordinator might be mentioned:

"Where reduced financial allocations are made, it would be helpful if guidance was offered on which aspects of the exchange should be given a high priority." (UK)

A substantial number of ICP coordinators suggested to publish the results of the various studies undertaken on the ERASMUS programme or to undertake more efforts in analyzing the outcome of the ERASMUS programme:

"Detailed publication of all results and experiences of programmes." (NL)

"Both the ERASMUS Bureau and the universities should put more effort in informing professors as well as students about the opportunities of ERASMUS and about the beneficial results, such as the progress of knowledge achieved, by inter-university cooperation such as the ERASMUS programme." (E)

In some cases, the coordinators expressed concern that the funding decisions on individual programmes made by the Commission do not reflect the past achievements. A Spanish coordinator stated:

"Although the last exchange has been a success we have been turned down this year. I blame the bureaucratic system for this, which does not take into account the results."

Some coordinators suggested to improve the communication among coordinators of different ICPs:

"An ERASMUS workshop or workshops involving both the Bureau and the coordinators to discuss the ERASMUS concept as a whole." (IRL)

"It would be convenient to organize reunions of programme coordinators who are involved in the same procedures in order to exchange experiences." (E)

A few of the coordinators' comments addressed the administrative setting of the ERASMUS programme in general. Some called for growing administrative flexibility in general, as for example one Irish coordinator made clear:

"As ERASMUS develops it must keep a balance between effective organisation and the freedom to develop. I would not like to see it sink under the weight of more regulations."

Others perceived a lack of flexibility mostly on the part of the national grant awarding authorities, as might be illustrated by the statement made by a French coordinator:

"The administrative procedures of the ERASMUS programme seem to have - in their spirit - the degree of flexibility required for the management of transna-

tional cooperation programmes. Maybe efforts should be undertaken to improve those procedures the national grant agencies are in charge of."

Finally, some coordinators suggested to improve the communication between the ICPs and the ERASMUS Bureau. For example, one Italian coordinator suggested:

"The ERASMUS Bureau should employ specialized personell providing help to the teachers who deal with all problems."

Criticism was very strongly voiced regarding the administrative load required for the applications and reports. Of the large number of comments, a few might be quoted:

"The project has just started, and we already have to write a report." (NL)

"The administrative and information documents are too extensive. There should be summaries to allow quick reading and to point out the essentials." (F)

"ERASMUS is an administrative nightmare because of the extensive rules. It now requires a legal brain to understand and realise their implications." (UK)

"Still too long and too many forms (like this one)." (D)

"If you want to realize an ICP programme, the greatest problem is the enormous administrative trouble. The numerous forms you have to fill in do not correspond to the financial size of the programme. Some coordination and reduction of the administrative load seem urgently required in order to operate succesfully in the university world." (NL)

"I would suggest to collect in one the reporting to the NGAA and the ERASMUS Bureau." (DK)

"I would like to mention that I had to write five various reports for one ICP. This example concerns more the national than the Community administration." (F)

"The present system is messy and confusing. In general, it is the adminstration and procedures of the NGAA's which need improvement. The ERASMUS Bureau works efficiently." (UK)

Some coordinators made proposals for small improvements:

"Send the application form as well as the report form to the coordinating institution in the different languages of the participating institutions. So you save a lot of translation work for the coordinating institution." (NL)

"It takes a lot of time to fill in the forms with a typewriter. One should have the possibility of responding on the PC." (NL)

"The procedure concerning the student grants should be simplified. Each university should be only required to make a summary statement about the real mobility." (F)

"Send this report formula earlier around so that it can be discussed in our co-ordination meeting in June." (B)

Pluri-annual funding is viewed as an important instrument in reducing the administrative load, as, for example, a British coordinator expressed:

"A year is simply not enough to mount, run and assess such a complex ICP properly. To this extent we welcome the move to three year funding from 1991/92 onwards." (UK)

Changes in the timing of application, award, financial transfer and reporting processes were most strongly advocated by the ICP coordinators. It was obviously one of the two or three major administrative concerns expressed in the final open sections of the report form.

The late announcement of award decisions to the programmes and to the students as well as the late transfer of the grant notably to the students were most frequently deplored. It is obvious that many ICP coordinators considered the concept of the ERASMUS programme seriously compromised by the late award processes. To quote a Danish coordinator:

"Too late authorisation of the programme and therefore too late selection of exchange students. This leads to high administrative problems and reduces the possibilities of exchange of information and planning regarding the stay and thus makes accommodation outrageously difficult."

Irrespective of the various causes for late decisions, among which slow postal service was mentioned, the coordinators basically considered late decisions as detrimental for the students. They can only decide very late about spending some period abroad, preparation is hampered by the late decision, and also the academic and administrative support abroad was likely to be substantially improved, if decisions regarding the award were made in time. Finally, many coordinators considered it intolerable that a substantial proportion of students did not receive the grant prior to departure or even does not know what amount of award they will receive.

"As a very natural thing you would like to know, before you travel abroad, whether you receive a grant or not and about the amount!" (DK)

"The delay of the decision on the programme. For this reason many students withdrew their application to study abroad. It is necessary to distribute the grants or at least a certain amount to them before their departure." (E)

"The greatest problem was and still is the delay in the communication of the decision for the programmes and in the provision of the grants. As long as this is not resolved there will remain a considerable amount of improvisation that reduces the opportunity of exploiting all the virtues of the programmes." (P)

"The decision about the acceptance of the programme should be announced earlier. Above all, the national agencies should distribute the grants much earlier, because currently all preparations have to be undertaken in summer, when it is much more difficult to contact the students." (E)

"We should prefer to select the candidates earlier in order to organize better preparation for the study period abroad." (P)

"The period between notification and approval compresses available time for setting up and operating language preparation courses." (UK)

"The money should be transferred together with the award decision." (D)

As far as dates are suggested, most coordinators considered the notification of the award decision to be needed by May or June. A few coordinators even suggested April as the date needed in order to ensure early preparation. At that time, also the number of students to be supported ought to be fixed. Students should be provided the grant at least immediately before their departure to the host country.

A substantial number of ICP coordinators does not, however, favour the implementation of earlier award decision and earlier provision of funds by means of setting earlier dates for application. On the contrary, many coordinators considered the deadline for application - end of October of the preceding year - as too early. Two principle reasons and one pragmatic reason were voiced in this context. The first principle reason is linked to the students' decisions. A Belgian coordinator emphasized that one cannot expect the majority of students to opt for study abroad a year in advance or even earlier:

"We note that under the prevailing conditions the students must show their interest for the programme very early, i.e. one year before the real exchange. For that reason, the execution of the programmes becomes dependent on many factors such as for example the passing of examination or the change of interest."

Second, some coordinators considered an improvement of the programme more likely, if the application for the respective year was based on an analysis of the experiences of the academic year ending at that time:

"It seems essential to me that the application should be filed as late as possible to allow the universities to take into account the experiences of the earlier year." (F)

"Our programme is changing. Therefore it is annoying to plan the details of the student mobility as early as one year in advance. The students sometimes have other interests than what was planned in the programme such a long time in advance." (NL)

Finally, some coordinators pointed out that they feel overburdened by being expected to present a report on the academic year just terminating and an application for two years later at exactly the same time and that during the period when the start of the academic year requires a lot of attention for the incoming students:

"Foreign students arrive in late September to start the academic year. It takes at least one month to sort out all the academic, personal and administrative teething problems which one's job as a lecturer, colleague and ERASMUS coordinator involves. Therefore, 31st of October should just be the deadline for the final report, the statement of activities and of the utilisation of the grant. It is most time-consuming to get all the details for the reapplication of the ICP. The deadline would be more suitable for 15th or 30th November." (IRL)

"This application requires a lot of consultations and meetings between the various departments and institutions, and this is the time the courses get started. A later deadline should be granted." (F)

7.4 Administrative Issues at Institutions of Higher Education and the Workload Involved

Among the administrative problems not infrequently mentioned, difficulties in cooperating with the partner institutions were noted, first, regarding the communication in general. Some coordinators identified specific problems at partner institutions, whereas others referred to the amount of work involved in communication in general:

"The administrative work of the global coordination and the local coordination of such a big network asks for time and energy." (B)

"Coordination problems are often caused by changes of the responsible individuals at the participating institutions." (D)

"Difficulty in communication, lack of responsiveness, lack of cooperation at one partner institution." (IRL)

"One of the biggest loads of work consisted of maintaining contacts with partner institutions." (DK)

"The cooperation with the other universities was difficult especially in estimating the number of students participating." (E)

Few administrative problems were stated in respect to the respective home institution or the home country in general. We have to take into account, however, that the report form primarily addressed the ICP coordinators' functions.

"Getting over bureaucratic barriers caused by exam and study regulations." (D)

"Getting reports from participating students is most difficult." (D)

"In several cases the coordinators complained that the administration at their institutions is not sufficiently cooperative." (P)

As far as proposals for improvement were made in this context, almost all called for more administrative assistance.

"In most institutions, there is a desperate need to provide administrative assistance for running the programme. The logistics of managing an ever growing student population that wants to study abroad means more financial investment by the institutions." (NL)

"The individual universities should make more administrative assistance available to solve problems of management, administration, accommodation and communication." (E)

"ERASMUS should recommend and support the employment of multilingual personnel, preferably students, to work at ERASMUS offices of universities." (E)

Finally, many coordinators complained about the administrative burden put on them in general. Most of them viewed the work load involved in the ERASMUS programme as conflicting with the general role as teacher and researcher:

"The administrative tasks were varied and difficult. Lack of help on the part of our university. The very intensive work has not been honoured and was at the expense of other duties of the ordinary full-time job." (DK)

"As the programme coordinator my main problem has been the combined pressure of the bureaucratic procedures imposed by the EC and the national agencies which turned my coordination into mere administration." (E)

"There is a large administrative burden for the responsible persons who often were involved in several ERASMUS programmes. This is at the expense of research activities or leisure time which can cause tensions within the family." (B)

"The enormous bureaucratic work and the total lack of administrative support. Coordinators are primarily academics and researchers, not administrators and bureaucrats." (E)

"I wonder how long the teaching staff will accept to invest so much of its time and energy in such conditions." (F)

"Provide some concrete benefit to the coordinator so that it isn't all done just for 'love'." (IRL)

7.5 Issues of Students' Life and Study

The substantial increase over the years of the total number of students being awarded an ERASMUS grant might create the impression that the institutions of higher education do not have any problems in finding students interested in participating in the ERASMUS scheme. In reality, however, many institutions of higher education would like to involve more students in study in another European country than actually participate. As available application, award and actual participation statistics show, those ICPs awarded a grant actually send on average less than 70 percent of the students abroad they expected to send at the time of application. ICP coordinators considered problems concerning students' participation as one of the about ten major problems.

As already stated, the late award decisions and the consequently reduced opportunity to prepare for the stay abroad were viewed as major causes of students' reluctance in participation. In addition, the small amount of the grant, low foreign language proficiency and shortage of accommodation were frequently stated as barriers.

"A slow start, especially because of low interest by the students." (DK)

"There is a high dropout rate among 'potential' exchange students." (UK)

"A lack of interest among students that are confronted with economic difficulties and language problems." (E)

"The amount of student grant is still too low. This reduces without any doubt the number of students." (F)

Only in a few cases, ICP coordinators stated issues of the study programme setting, of the curricula or of recognition as causes of limited participation. Two examples of this kind might be quoted:

"The relatively inflexible system of teacher education in the host country resulted in fewer incoming students than expected." (D)

"The principal disappointment was the poor response of students in some institutions of higher education. The fact that the programme is optional means that one cannot exert too much pressure on students to participate in it." (IRL)

In referring to problems regarding students' life abroad, almost all coordinators stated accommodation problems. This both underscores the gravity of these problems and the otherwise obviously easy integration of students into life in another European country. Most coordinators pointed out accommodation problems did not mean a problem of availability of accommodation per se, but rather availability at a modest price, as the following typical selection of statements shows:

"Difficulties to find accommodation for a modest price and or a short period." (B)

"It is without any doubt that the accommodation issue in the host country has hindered the programme development. Many students interested, already selected within the ICP, gave up their participation because of this problem." (F)

"We have the general problem of providing sufficient accommodation for the ERASMUS students considering their low grant." (I)

Most coordinators suggested improvement through increase of the grant, although a few suggested different ways in increasing the supply of university accommodation:

"ERASMUS should cooperate with NGAA's to intervene at universities in order to get accommodation in university-owned facilities reserved for ERASMUS students." (F)

"An accommodation agency sponsored by ERASMUS, but being independent from the individual universities, would be of great assistance." (UK)

In referring to language problems, some coordinators seemed to assume that this barrier is one which neither can be overcome by any support measure nor by the participating institutions. According to these views, the majority of students just do not acquire a foreign language proficiency sufficient for study abroad.

"The language proficiency of the incoming students is much too low." (NL)

"Problems in finding sufficient students with adequate linguistic levels to participate in the programme." (UK)

"The problem of language proficiency that considerably reduced the student mobility. It prompts us to extend teaching staff exchanges." (F)

Some coordinators, however, expressed the hope that increased funds, earlier notification of award or curricular integration of foreign language courses could lead to significant improvements:

"Greater language preparation funds should be made available for minority languages: Portuguese, Greek, Dutch and Danish." (IRL)

"Difficulties in arranging adequate linguistic preparation, mainly due to the late notification of acceptance of ICP application." (UK)

"Foreign languages should be considered an integral part of all academic curricula in degrees other than modern languages." (UK)

The strong emphasis placed on the range of administrative problems stated above does not mean that ICP coordinators tended to see success or failure of the ERASMUS programme primarily resting on administrative issues. Finding ways of assuring an academically meaningful study period abroad is clearly the major activity of the ICP coordinators. Therefore, a quarter of them addressed academic issues even in a context of questions which primarily referred to administrative issues. In many cases, the coordinators talked about academic "challenges" rather than "problems".

A portion of these statements referred to problems which, in principle, could be solved through specific targeted measures:

"Not all preparatory courses have been successful." (D)

"No access to some courses for the ERASMUS students. American and Canadian students who are financially more interesting, are preferred to ERASMUS students." (B)

"The main difficulties are based on limited staff resources. This results in a certain degree of dissatisfaction, because foreign students generally need a much higher degree of guidance than home students." (D)

Most coordinators, however, were concerned about improvement of the study abroad under conditions of hitherto extraordinarily diverse curricula, teaching and learning styles:

"Accommodating our curriculum development work to such diverse curriculum structures proves to be a considerable challenge." (G)

"There are still many differences in teaching methods and in the background of the students between the two universities." (NL)

"Different traditions and different methods especially in newly developing programmes make it difficult for students to understand what is required of them, and to meet the expectations of the host university." (UK)

"The differences in pedagogical approach and technical knowledge levels between the UK and the German system of higher education." (UK)

Most proposals for improvement favoured a greater degree of curricular harmonization either within the networks or between the member states of the European Community:

"The ultimate aim of all participating institutions should be the establishment of a new 'European Curriculum', leading to an internationally recognized 'European Degree'. (G)

"The EC should oblige the participating countries to establish elements in their curricula which would be common to all countries." (F)

"In the next year one should pay more attention to academic recognition, which in my opinion only can become a reality, if special study programmes are worked out, which should become common at the various European universities. How else can a similar education system be guaranteed in the European Community?" (DK)

"The national exam regulations and curricula guidelines are overcome only by strong efforts of the participants in order to establish integrated study abroad." (D)

The majority of coordinators, however, seem to take it for granted that it will be the permanent task of the ICP to ease study in environments which clearly contrast those at home in many respects. And they seemed to be far more optimistic in this respect than in regard of overcoming many administrative barriers.

Summary

8.1 Content and Information Basis of the Study

This study is based on the information provided by coordinators of ERASMUS Inter-University Cooperation Programmes (ICPs) in 1989/90. It draws from the ICP coordinators' official reports submitted to the Commission of the European Communities as part of their contractual obligation. The study focuses on information provided on student mobility in response to "closed" questions asked in the report form. It is based on reports from coordinators of 1,241 ICP representing 95 percent of the ICPs supported for student mobility, with more than 17,000 students spending a period of study in another Member State of the European Community.

8.2 Profile of the Programmes

Of the 1,241 ICPs, the largest number of programmes was in languages and philological sciences, engineering and technology, business studies and management science, social sciences and natural sciences. On average, 3.3 partners cooperated in an ICP. The number of partners per ICP was the highest in business studies and management science and geography and geology.

The 1,241 ICPs sent 17,135 students abroad. Almost 50 percent of the students were enrolled in business studies and management science and languages. The average size of the ICPs in terms of student numbers varied considerably by the field of study. The average number of students per ICP ranged from more than 30 in business studies and framework agreements to about 7 in natural sciences, medical sciences and mathematics.

8.3 Academic Arrangements

Some 84 percent of the ICPs employed systematic criteria in selection of students. In all those cases, academic achievement was taken into account. In most cases personality and motivation (73 %) and foreign language proficiency were also taken into consideration - the latter somewhat less often in science fields than in humanities and social sciences. Active preparation for the study period abroad was reported to be a selection criterion in 34 percent of the programmes. Less than 10 percent of all ICPs accepted students on a "first come, first served" basis or did not select at all among the applicants.

In one third of the ICPs the partners cooperated with their partners abroad in the selection of students. Also, one third of the ICP coordinators reported that - at least in some participating institutions - cooperation in the selection of students for participation in the ERASMUS Programme existed between departments which were involved in the other ICPs of their institution - in part identical with the former.

Study periods abroad were mandatory in all (or in the majority of) departments participating in 13 percent (respectively 21 % for parts of the networks) of the ICPs. About half of the ERASMUS students in business studies and law spent their study period abroad in ICPs where studies abroad were mandatory at least in the majority of participating departments.

In more than half of the ICPs, all or most of the courses to be taken abroad were prescribed in advance. Students in more than half of the ICPs were also expected to take more or less the same course load abroad as host institution students. This does not mean, however, that special arrangements for incoming students were excluded: according to the ICP coordinators, 30 percent of ERASMUS students took, at least in part, special courses for foreign students, and ICPs involving 14 percent of the ERASMUS students recommended that at least part of their courses abroad should be host institution courses for students of earlier years of study.

More than half of the ICPs employed schemes for adaptation of grades or joint assessment. Common course requirements were set by 24 percent, and joint or double degrees were awarded in 16 percent of the ICPs.

Work placements were included in 29 percent of all ICPs, and in more than half of the programmes in business studies, agriculture, and education and teacher training, and in almost half of the engineering programmes. In the majority of such cases, placements were mandatory, and achievements were assessed.

8.4 Services Provided

In 56 percent of the ICPs, mandatory courses, and in a further 26 percent optional courses, were provided and aimed at preparing students for the study period abroad. A further 13 percent arranged preparatory meetings. Very few ICPs provided only written materials or offered no preparatory provisions at all. Preparatory advice was provided in almost all ICPs with regard to living and studying in the host country, with regard to foreign languages in three quarters, and in about two thirds of the ICPs with regard to academic issues and society and culture of the host country. Large programmes as well as those providing for a relatively long period of study abroad were most likely to offer preparatory courses for various purposes.

Coordinators of ICPs sending 65 percent of the ERASMUS students abroad stated that accommodation was provided by the host institution (usually in halls of residence) with the help of staff or of students in some cases. Some partners provided temporary accommodation and/or supported the search for accommodation; 21 percent of the ICP coordinators stated that most students made their own arrangements in advance or were not offered any support at all regarding accommodation.

According to the ICP coordinators, financial matters (named by 40 % percent of the ICP coordinators) were the most frequent serious problem which ERASMUS students faced during their study period abroad, followed by problems regarding accommodation (27 %). Taking examinations in a foreign language (19 %) and differences in teaching and learning methods between the home and the host institution (15 %) played a lesser role. In contrast, ERASMUS students surveyed in the preceding year stated relatively less problems with finance and accommodation and relatively more academic problems as well as problems in communication.

8.5 Recognition and Academic Impacts

The home institutions tend to accept statements by the host institution about achievement abroad as a complete package in only 29 percent of the ICPs - considerably less than the in Joint Study Programmes, the predecessors of the ERASMUS programme. However, in most cases, students were offered recognition on the basis of assessment of individual courses successfully completed abroad.

According to the ICP coordinators, the home institutions accepted about 90 percent of successful study abroad. Recognized achievements corresponded to about 85 percent or slightly more of study typically undertaken during a similar period at home, and the prolongation of the overall course of study due to the study period abroad was expected to amount to 23 percent of the study period abroad. Incomplete recognition was - according to the ERASMUS students of the preceding year - about twice as high as that perceived by ICP coordinators 1989/90.

In order to raise the level of recognition, various ICPs selected the most promising students (38 %), expected their students to accumulate their optional courses and individual study during the study period abroad (32 %), or expected students to take a bigger course load than normal for students not going abroad (28 %). According to the ICP coordinators, some partners slightly lowered the standards of assessment, asked their students to take less demanding courses abroad or told students in advance that they had to be prepared to accept incomplete recognition.

In 11 percent of the ICPs, a double degree was awarded. In almost half of all ICPs certification of the study abroad period formed part of the official certification upon graduation, and in most others transcripts or other forms of documentation were provided.

8.6 Spin-Offs

Almost 90 percent of the ICP coordinators reported that their Student Mobility Programme led to some form of spin-off. 55 percent stated that cooperation regarding student mobility stimulated research cooperation. In 40 percent of the ICPs, staff exchange had been implemented for teaching purposes. In one third of the ICPs, cooperation regarding student mobility led to partnership arrangements among all or some of the participating institutions.

PUBLICATIONS OF THE CENTER FOR RESEARCH ON HIGHER EDUCATION AND WORK

A. Reihe "Hochschule und Beruf" (Campus-Verlag, Frankfurt/M. and New York)

TEICHLER, Ulrich and WINKLER, Helmut (eds.): *Praxisorientierung des Studiums*. Frankfurt/M. and New York 1979 (out of print).

TEICHLER, Ulrich (ed.): *Hochschule und Beruf. Problemlagen und Aufgaben der Forschung*. Frankfurt/M. and New York 1979 (out of print).

BRINCKMANN, Hans; HACKFORTH, Susanne and TEICHLER, Ulrich: *Die neuen Beamtenhochschulen. Bildungs-, verwaltungs- und arbeitsmarktpolitische Probleme einer verspäteten Reform*. Frankfurt/M. and New York 1980.

FREIDANK, Gabriele; NEUSEL, Aylâ; TEICHLER, Ulrich (eds.): *Praxisorientierung als institutionelles Problem der Hochschule*. Frankfurt/M. and New York 1980.

CERYCH, Ladislav; NEUSEL, Aylâ; TEICHLER, Ulrich and WINKLER, Helmut: *Gesamthochschule - Erfahrungen, Hemmnisse, Zielwandel*. Frankfurt/M. and New York 1981.

HERMANNNS, Harry; TEICHLER, Ulrich and WASSER, Henry (eds.): *Integrierte Hochschulmodelle. Erfahrungen aus drei Ländern*. Frankfurt/M. and New York 1982.

HOLTKAMP, Rolf and TEICHLER, Ulrich (eds.): *Berufstätigkeit von Hochschulabsolventen - Forschungsergebnisse und Folgerungen für das Studium*. Frankfurt/M. and New York 1983 (out of print).

HERMANNNS, Harry; TKOCZ, Christian and WINKLER, Helmut: *Berufsverlauf von Ingenieuren. Eine biografie-analytische Untersuchung auf der Basis narrativer Interviews*. Frankfurt/M. and New York 1983.

CLEMENS, Bärbel; METZ-GÖCKEL, Sigrid; NEUSEL, Aylâ and PORT, Barbara (eds.): *Töchter der Alma Mater. Frauen in der Berufs- und Hochschulforschung*. Frankfurt/M. and New York 1986.

GORZKA, Gabriele; HEIPCKE, Klaus and TEICHLER, Ulrich (eds.): *Hochschule - Beruf - Gesellschaft. Ergebnisse der Forschung zum Funktionswandel der Hochschulen*. Frankfurt/M. and New York 1988.

OEHLER, Christoph: *Hochschulentwicklung in der Bundesrepublik seit 1945*. Frankfurt/M. and New York 1989.

TEICHLER, Ulrich: *Europäische Hochschulsysteme. Die Beharrlichkeit vielfältiger Modelle*. Frankfurt/M. and New York 1990.

BECKMEIER, Carola and NEUSEL, Aylâ: *Entscheidungsverflechtung an Hochschulen - Determinanten der Entscheidungsfindung an deutschen und französischen Hochschulen*. Frankfurt/M. and New York 1991.

EKARDT, Hamns-Peter, Löffler, Reiner and Hengstenberg, Heike: Arbeitssituationen von Firmenbauleitern. Frankfurt/M. and New York 1992.

B. Werkstattberichte

(can be ordered at: Verlag Jenior & Preßler, Lassallestr. 15, D-34119 Kassel, Tel.: 49-561-17655, Fax: 49-561-774148).

HERMANN, Harry, TKOCZ, Christian and WINKLER, Helmut: Soziale Handlungskompetenz von Ingenieuren, Rückblick auf Verlauf und Ergebnisse der Klausurtagung in Hofgeismar am 16. und 17. November 1978. 1979 (No. 1).

HERMANN, Harry, TKOCZ, Christian and WINKLER, Helmut: Ingenieurarbeit: Soziales Handeln oder disziplinäre Routine? 1980 (No. 2) (out of print).

NEUSEL, Aylâ and TEICHLER, Ulrich (eds.): Neue Aufgaben der Hochschulen. 1980 (No. 3) (out of print).

HEINE, Uwe, TEICHLER, Ulrich and WOLLENWEBER, Bernd: Perspektiven der Hochschulentwicklung in Bremen. 1980 (No. 4) (out of print).

NERAD, Maresi: Frauenzentren an amerikanischen Hochschulen. 1981 (No. 5).

LIEBAU, Eckart and TEICHLER, Ulrich (eds.): Hochschule und Beruf - Forschungsperspektiven. 1981 (No. 6) (out of print).

EBHARDT, Heike and HEIPCKE, Klaus: Prüfung und Studium. Teil A: Über den Zusammenhang von Studien- und Prüfungserfahrungen. 1981 (No. 7).

HOLTKAMP, Rolf and TEICHLER, Ulrich: Außerschulische Tätigkeitsbereiche für Absolventen sprach- und literaturwissenschaftlicher Studiengänge. 1981 (No. 8) (out of print).

RATTEMEYER, Volker: Chancen und Probleme von Arbeitsmaterialien in der künstlerischen Aus- und Weiterbildung. Mit Beiträgen von Hilmar Liptow and Wolfram Schmidt. Kassel 1982 (No. 9).

CLEMENS, Bärbel: Frauenforschungs- und Frauenstudieninitiativen in der Bundesrepublik Deutschland. Kassel 1983 (No. 10) (out of print).

DANCKWORTT, Dieter: Auslandsstudium als Gegenstand der Forschung - eine Literaturübersicht. Kassel 1984 (No. 11).

BUTTGEREIT, Michael and TEICHLER, Ulrich (eds.): Probleme der Hochschulplanung in der Sowjetunion. Kassel 1984 (No. 12).

Wissenschaftliches Zentrum für Berufs- und Hochschulforschung (ed.): Forschung über Hochschule und Beruf. Arbeitsbericht 1978 - 1984. Kassel 1985 (No. 13).

DALICHOW, Fritz and TEICHLER, Ulrich: Anerkennung des Auslandsstudiums in der Europäischen Gemeinschaft. Kassel 1985 (No. 14).

HORNBOSTEL, Stefan; OEHLER, Christoph and TEICHLER, Ulrich (eds.): Hochschulsysteme und Hochschulplanung in westlichen Industriestaaten. Kassel 1986 (No. 15).

TEICHLER, Ulrich: Higher Education in the Federal Republic of Germany. Developments and Recent Issues. New York and Kassel: Center for European Studies, Graduate School and University Center of the City University of New York and Wissenschaftliches Zentrum für Berufs- und Hochschulforschung, Gesamthochschule Kassel. New York/Kassel 1986 (No. 16).

KLUGE, Norbert and OEHLER, Christoph: Hochschulen und Forschungstransfer. Bedingungen, Konfigurationen und Handlungsmuster. Kassel 1986 (No. 17) (out of print).

BUTTGEREIT, Michael: Lebensverlauf und Biografie. Kassel 1987 (No. 18).

EKARDT, Hanns-Peter and LÖFFLER, Reiner (eds.): Die gesellschaftliche Verantwortung der Bauingenieure. 3. Kasseler Kolloquium zu Problemen des Bauingenieurberufs. Kassel 1988 (No. 19).

TEICHLER, Ulrich: Wandel der Hochschulstrukturen im internationalen Vergleich. Kassel 1988 (No. 20) (out of print).

KLUCZYNSKI, Jan and OEHLER, Christoph (eds.): Hochschulen und Wissenstransfer in verschiedenen Gesellschaftssystemen. Ergebnisse eines polnisch-deutschen Symposiums. Kassel 1988 (No. 21).

KRÜGER, Heidemarie: Aspekte des Frauenstudiums an bundesdeutschen Hochschulen. Zur Studiensituation von Frauen im Sozialwesen und in den Wirtschaftswissenschaften - ausgewählte Ergebnisse einer empirischen Untersuchung. Kassel 1989 (No. 22) (out of print).

KRAUSHAAR, Kurt and OEHLER, Christoph: Forschungstransfer, betriebliche Innovationen und Ingenieurarbeit. Kassel 1989 (No. 23) (out of print).

STRÜBING, Jörg: "Technik, das ist das Koordinatensystem, in dem wir leben..." - Fallstudien zu Handlungsorientierungen im technikwissenschaftlichen Forschungstransfer. Kassel 1989 (No. 24).

GORZKA, Gabriele; MESSNER, Rudolf and OEHLER, Christoph (eds.): Wozu noch Bildung? - Beiträge aus einem unerledigten Thema der Hochschulforschung. Kassel 1990 (No. 25) (out of print).

ENDERS, Jürgen: Beschäftigungssituation im akademischen Mittelbau. Kassel 1990 (No. 26) (out of print).

WETTERER, Angelika: Frauen und Frauenforschung in der bundesdeutschen Soziologie - Ergebnisse der Soziologinnen-Enquête. Kassel 1990 (No. 27) (out of print).

TEICHLER, Ulrich: The First Years of Study at Fachhochschulen and Universities in the Federal Republic of Germany. Kassel 1990 (No. 28) (out of print).

TEICHLER, Ulrich: Recognition. A Typological Overview of Recognition Issues Arising in Temporary Study Abroad. Kassel 1990 (No. 29).

SCHOMBURG, Harald, TEICHLER, Ulrich and WINKLER, Helmut: Studium und Beruf von Empfängern deutscher Stipendien am Asian Institute of Technology. Kassel 1991 (No. 30).

JESKE-MÜLLER, Birgit, OVER, Albert and REICHERT, Christoph: Existenzgründungen in Entwicklungsländern. Literaturstudie zu einem deutschen Förderprogramm. 1991 (No. 31).

TEICHLER, Ulrich: Experiences of ERASMUS Students. Select Findings of the 1988/89 Survey. 1991 (No. 32).

BECKMEIER, Carola and NEUSEL, Aylâ: Entscheidungsprozesse an Hochschulen als Forschungsthema. 1992 (No. 33).

STRÜBING, Jörg: Arbeitsstil und Habitus - zur Bedeutung kultureller Phänomene in der Programmierarbeit. Kassel 1992 (No. 34).

BECKMEIER, Carola and NEUSEL, Ayâ: Leitungsstrategien und Selbstverständnis von Hochschulpräsidenten und -rektoren. Eine Pilotstudie an zehn ausgewählten Hochschulen. Kassel 1992 (No. 35).

TEICHLER, Ulrich and WASSER, Henry (eds.): American and German Universities: Mutual Influences in Past and Present. Kassel 1992 (No. 36)

MAIWORM, Friedhelm; STEUBE, Wolfgang and TEICHLER, Ulrich: ECTS in its Year of Inauguration: The View of the Students. Kassel 1992 (No. 37).

OVER, Albert: Studium und Berufskarrieren von Absolventen des Studienganges Berufsbezogene Fremdsprachenausbildung an der Gesamthochschule Kassel. Kassel 1992 (No. 38).

MAIWORM, Friedhelm; STEUBE, Wolfgang and TEICHLER, Ulrich: ECTS dans l'Année de son Lancement: Le Regard des Etudiants. Kassel 1992 (No. 39).

WINKLER, Helmut (Hg.): Qualität der Hochschulausbildung. Verlauf und Ergebnisse eines Kolloquiums an der Gesamthochschule Kassel. Kassel 1993 (No. 40).

C. Arbeitspapiere

(Wissenschaftliches Zentrum für Berufs- und Hochschulforschung,
Gesamthochschule Kassel)

TEICHLER, Ulrich and WINKLER, Helmut: Vorüberlegungen zur Gründung des Wissenschaftlichen Zentrums für Berufs- und Hochschulforschung. 1978 (No. 1).

TEICHLER, Ulrich: Der Wandel der Beziehungen von Bildungs- und Beschäftigungssystem und die Entwicklung der beruflich-sozialen Lebensperspektiven Jugendlicher. 1978 (No. 2).

TEICHLER, Ulrich: Higher Education and Employment in the Federal Republic of Germany: Trends and Changing Research Approaches from the Comparative Point of View. - Recherches en cours sur le problème de l'enseignement supérieure et de l'emploi en République Fédérale Allemande. 1978 (No. 3) (out of print).

PEIFFER, Knut: Untersuchung des Implementationsinstrumentariums von Hochschulreformprogrammen anhand einer synoptischen Darstellung. - Untersuchung der legislativen Umsetzung von Hochschulreform- und Studienreforminhalten anhand des HRG, des HHG und des HUG. 1979 (No. 4).

NEUSEL, Aylâ: Zu Berufstätigkeit und Studium von Architekten/Planern. WINKLER, Helmut: Neue Entwicklungen im Berufsfeld von Architekten und Bauingenieuren und deren Berücksichtigung in der Hochschulausbildung. 1979 (No. 5).

TEICHLER, Ulrich and VOSS, Friedrich: Materialien zur Arbeitsmarktlage von Hochschulabsolventen. 1979 (No. 6) (out of print).

RATTEMAYER, Volker: Weiterentwicklung des Kunststudiums unter Berücksichtigung der beruflichen Möglichkeiten der Künstler. 1980 (No. 7).

TEICHLER, Ulrich: Work-Study-Programs: The Case of "Berufspraktische Studien" at the Comprehensive University of Kassel. 1981 (No. 8) (out of print).

HERMANN, Harry: Das narrative Interview in berufsbiografischen Untersuchungen. 1981 (No. 9) (out of print).

DENKINGER, Joachim and KLUGE, Norbert: Bibliographie zur Praxisorientierung des Studiums. 1981 (No. 10).

LIEBAU, Eckart: Hochschule, Schule und Lehrerfortbildung - Tendenzen und Perspektiven. 1981 (No. 11).

LIEBAU, Eckart: Der Habitus der Ökonomen. Über Arbeitgebererwartungen an Hochschulabsolventen der Wirtschaftswissenschaften. Kassel 1982 (No. 12) (out of print).

WINKLER, Helmut: Interaction of Theory and Practice in the US Engineering Education. Kassel 1982 (No. 13).

HERMANN, Harry: Statuspassagen von Hochschullehrern im Entwicklungsprozess von Gesamthochschulen. Kassel 1982 (No. 14).

KRÜGER, Heidemarie: Probleme studierender Frauen - Ergebnisse eines Kolloquiums. Kassel 1984 (No. 15) (out of print).

USHIOGI, Morikazu: Job Perspectives of College Graduates in Japan. Kassel 1984 (No. 16).

NERAD, Maresi: Implementation Analysis - A New Magic Tool for Research in Higher Education? Kassel 1984 (No. 17).

KLUGE, Norbert: Studienreform in der Literatur - Eine kommentierte Bibliographie über Studienreformaktivitäten in den letzten zehn Jahren. Kassel 1988 (No. 18).

WINKLER, Helmut: Ursachen für überlange Studiendauern von Maschinenbaustudenten. Sonderauswertung von Daten der Kasseler Absolventenstudie. Kassel 1988 (No. 19).

SCHMUTZER, Manfred E. A.: Vom Elfenbeinturm zum Bildungskonzern. Kassel 1989 (No. 20). (out of print)

MAIWORM, Friedhelm: Zur Notenvergabe an hessischen Hochschulen im Vergleich zum Bundesdurchschnitt. Kassel 1989 (No. 21).

BECKER, Peter: Motive der Studienortwahl und Informationsverhalten von Studienanfängern der Gesamthochschule Kassel im Wintersemester 1987/88. Kassel 1990 (No. 22).

OEHLER, Christoph: Effizienz der Drittmittelförderung in den Ingenieurwissenschaften. Kassel 1990 (No. 23).

TEICHLER, Ulrich; MAIWORM, Friedhelm and STEUBE, Wolfgang: Student Mobility within ERASMUS 1987/88 - a Statistical Survey. Kassel 1990 (No. 24).

OEHLER, Christoph and SOLLE, Christian: Soziologie als Lehrfach in anderen Studiengängen - Ergebnisse einer Dokumentenanalyse. Kassel 1993 (No. 25).

TEICHLER, Ulrich; KREITZ, Robert and MAIWORM, Friedhelm: Student Mobility within ERASMUS 1988/89 - a Statistical Profile. Kassel 1991 (No. 26).

ERASMUS Monographs

1. Student Mobility within ERASMUS 1987/88 - A Statistical Survey

U. Teichler, F. Maiworm, W. Steube

Arbeitspapiere, 24, Wissenschaftliches Zentrum für Berufs- und Hochschulforschung, Kassel 1990

Contact: Prof. Ulrich TEICHLER, Wissenschaftliches Zentrum für Berufs- und Hochschulforschung, Gesamthochschule Kassel, Henschelstraße 4, D-34109 Kassel, Tel.: 49-561-804 2415, Fax: 49-561-804 3301

2. L'amélioration de la préparation linguistique et socioculturelle des étudiants ERASMUS

G. Baumgratz-Gangl, N. Deyson, G. Kloss

Unité langues pour la Coopération en Europe (ULCE) auprès du Centre d'Information et de Recherche sur l'Allemagne Contemporaine (CIRAC), July 1989.

Contact: ERASMUS Bureau, rue Montoyer 70, B-1040 Bruxelles; Tel. 32-2-233 01 11, Fax: 32-2-2330150

3. Recognition: A Typological Overview of Recognition Issues Arising in Temporary Study Abroad

U. Teichler

Werkstattberichte, 29, Wissenschaftliches Zentrum für Berufs- und Hochschulforschung, Kassel 1990

Contact: Prof. Ulrich TEICHLER, cf. Monograph No. 1

4. Untersuchung über die Beteiligung der Medizin im ERASMUS-Programm (Study on the Participation of Medicine in ERASMUS)

In German with an English summary

K. Schnitzer, E. Korte

HIS Hochschulplanung 85, HIS Hochschul-Informations-System GmbH, Hannover 1990

Contact: Dr. Klaus SCHNITZER, HIS Hochschul-Informations-System, Postfach 2920, D-3000 Hannover; Tel.: 49-511-1220297, Fax: 49-511-1220250

5. Teacher Education and the ERASMUS Programme

M. Bruce

In: *European Journal of Teacher Education*, Vol. 12, No. 3, 1989
(pp. 197 - 228) ISSN 0261-9768, Brussels 1989

Contact: A.T.E.E. - Association for Teacher Education in Europe, rue de la Concorde 51, B-1050 Bruxelles. Tel.: 32-2-512 1734, Fax: 32-2-512 3265

6. Les obstacles à la participation au programme ERASMUS dans le domaine de l'art et du design

P. Kuentz

Strasbourg, July 1989.

Contact: Prof. Pierre KUENTZ, Ecole des Arts Decoratifs, 1 rue de l'Académie, F-6700 Strasbourg; Tel.: 33-88-353858

7. ERASMUS et les arts du spectacle (musique, théâtre, danse)

D. Barriolade

EUROCREATION, Paris, July 1989.

Contact: Directeur de Projets Denise Barriolade, EUROCREATION, L'agence française des jeunes créateurs européens, 3 rue Debelleye, F-75003 Paris; Tel.: 33-1-48047879, Fax: 33-1-40299246

8. Comparative Evaluation of ERASMUS ICPs in the Subject Areas of Business Management, Chemistry, History

Prof. A. Monasta

Università di Firenze, July 1989

Contact: Prof. Attilio MONASTA, Università degli Studi di Firenze, Facoltà di Magistero, Dipartimento di Scienze dell' Educazione, Via Cavour, 82, I-50129 Firenze; Tel.: 39-55-2757751/2757761

9. Survey of Academic Recognition within the Framework of ICPs in the Field of Mechanical Engineering

H. Risvig Henriksen

SEFI (Société Européenne pour la Formation des Ingénieurs), Bruxelles, August 1989

Contact: S.E.F.I. - Société Européenne pour la Formation des Ingénieurs, rue de la Concorde 51, B-1050 Bruxelles; Tel.: 32-2-512 1734, Fax: 32-2-512 3265

- 10. ERASMUS PROGRAMME - Report on the Experience Acquired in the Application of the ERASMUS Programme 1987-1989**
Commission of the European Communities, SEC(89) 2051, Brussels, December 1989
Contact: cf. Monograph No. 2
- 11. La coopération inter-universitaire dans les sciences agronomiques, ERASMUS 1978/88 - 1990/91**
Philippe Ruffio
ENSAR, Département des Sciences économiques et sociales, June 1990
Contact: ERASMUS Bureau, cf. Monograph No. 2
- 12. Student Mobility 1988/89 - A Statistical Profile**
U. Teichler, R. Kreitz, F. Maiworm
Arbeitspapiere, 26, Wissenschaftliches Zentrum für Berufs- und Hochschulforschung, Kassel 1991
Contact: Prof. Ulrich TEICHLER, cf. Monograph No. 1
- 13. Experiences of ERASMUS Students 1988/89**
U. Teichler
Werkstattberichte, 32, Wissenschaftliches Zentrum für Berufs- und Hochschulforschung, Kassel 1991
Contact: Prof. Ulrich TEICHLER, cf. Monograph No. 1
- 14. Learning in Europe: The ERASMUS Experience**
F. Maiworm, W. Steube, U. Teichler
Jessica Kingsley Publishers, London 1991 (£ 18.-)
Contact: Jessica Kingsley Publishers, 118 Pentonville Road, UK-London N1 9JN; Tel.: 44-71833 2307, Fax 44-71-837 2917
- 15. ECTS in its Year of Inauguration: The View of the Students (in French cf. Monograph No. 15b)**
F. Maiworm, W. Steube, U. Teichler
Werkstattberichte, 37, Wissenschaftliches Zentrum für Berufs- und Hochschulforschung, Kassel 1992
Contact: Prof. Ulrich TEICHLER, cf. Monograph No. 1

15b. ECTS dans l'Année de son Lancement: Le Regard des Etudiants
(in English cf. Monograph No. 15)

F. Maiworm, W. Steube, U. Teichler

Werkstattberichte, 39, Wissenschaftliches Zentrum für Berufs- und
Hochschulforschung, Kassel 1992

Contact: Prof. Ulrich TEICHLER, cf. Monograph No. 1

**16. ERASMUS Student Mobility Programmes 1989/90 in the View of Their
Coordinators. Select Findings of the ICP Coordinators' Reports.**
(in French cf. Monograph No. 16a)

F. Maiworm, W. Steube, U. Teichler

Werkstattberichte, 41, Wissenschaftliches Zentrum für Berufs- und
Hochschulforschung, Kassel 1993

Contact: Prof. Ulrich TEICHLER, cf. Monograph No. 1

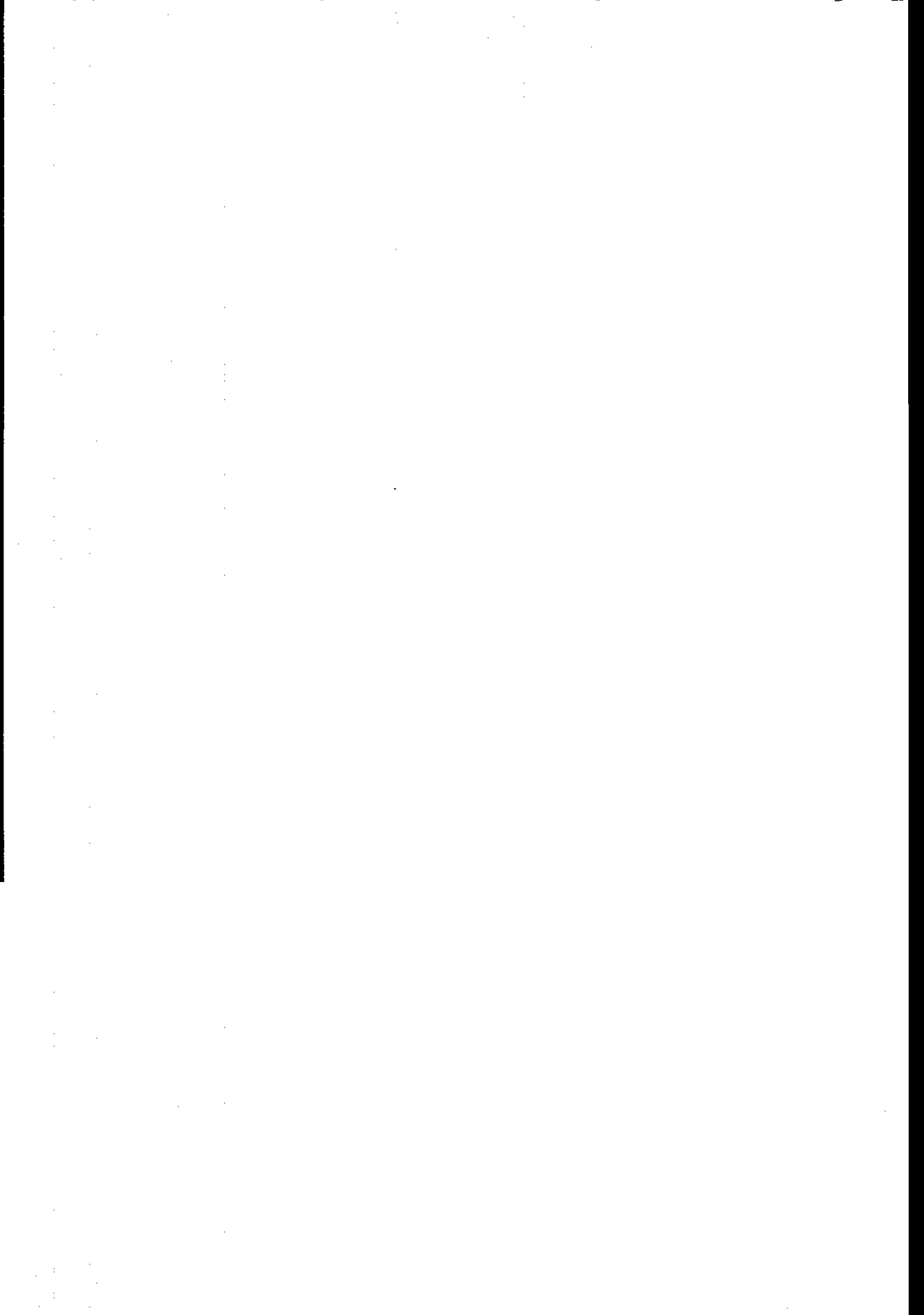
**16a. Les Programmes ERASMUS en Matière de Mobilité des Etudiants au
Cours de l'Année 1989/90. Analyse présentée à partir des points de vue des
coordinateurs.**

(in English cf. Monograph No. 16)

F. Maiworm, W. Steube, U. Teichler

Werkstattberichte, 41a, Wissenschaftliches Zentrum für Berufs- und
Hochschulforschung, Kassel 1993

Contact: Prof. Ulrich TEICHLER, cf. Monograph No. 1



The ERASMUS Programme launched 1987 by the Commission of the European Communities supports student and staff mobility as well as other means of cooperation primarily within the framework of networks of higher education institutions known as Inter-University Cooperation Programmes. This study summarizes the experiences of 1,241 coordinators of ICPs, who were awarded support for student mobility in 1989/90. It focuses on the various educational and administrative arrangements for the study period of ERASMUS students, the problems faced and the perceived impact of the programme.

Das ERASMUS-Programm, das 1987 von der Kommission der Europäischen Gemeinschaften etabliert worden war, unterstützt die Mobilität von Studierenden und Lehrenden sowie andere Kooperationsformen vor allem im Rahmen von Hochschulnetzwerken, den sogenannten Hochschulkooperationsprogrammen. Diese Studie stellt die Erfahrungen von 1.241 Koordinatoren der HKPs zusammen, die 1989/90 Mittel zur Förderung des Studentenaustausches erhalten hatten. Die Studie konzentriert sich auf organisatorische sowie Lehr- und Studienarrangements, die für die ERASMUS-Studierenden vorgenommen wurden, auf sichtbar gewordene Probleme und auf die Erträge der Kooperation.

ISBN 3-928172-62-X